Executive Summary of Business
for Teaching and Learning Committee

US
University of Sussex

Title	**Teaching and Learning Strategy: Operational Plan**
Authors	Joanne Wright, PVC Education Owen Richards, Academic Registrar Gill Johnston, Head of the Teaching & Learning Development Unit Bill Ashraf, Director of Technology-Enhanced Learning Linda Buckham, Director of Careers and Employability Jenni Grundy, Head of Student Support and Experience Samantha Riordan, Head of Academic Registry
Type	Operational Plan
Date	September 2009
Strategic context	Corporate Strategy Teaching and Learning Strategy
Summary	This operational plan, associated with implementation of the Teaching and Learning Strategy, has been updated and revised to reflect more explicitly the Corporate Strategic Plan, 2009-2015, Making The Future. Presented to the previous meeting of Teaching and Learning Committee, the operational plan has been revised over the summer period to: (a) more accurately align with other strategies (b) incorporate feedback received at the last meeting
Essential reading	none
Risk analysis	medium
Resource implications	
Consultation	It is suggested that, following approval by TLC, the Teaching and Learning Strategy, and Operational Plan, are circulated to School Teaching and Learning Committees to: (a) help inform local plans (b) invite feedback Any substantive feedback to be considered at the November meeting of TLC, prior to formal approval by Senate in December.
Future actions	
Effective date of introduction	2009/10
Recommendation	**Approve for circulation and implementation in September 2009**

Making the Future Goal 2: Inspirational Teaching & Learning

Strategy 2.1: **Delivering institutional growth through the expansion of degree programmes in areas of significant demand.** We will seek to increase undergraduate and postgraduate student numbers significantly, by increasing capacity in popular areas. We will ensure the new areas preserve the unique characteristics of a Sussex education and we will build capacity by improving interdisciplinary links between areas where we are already strong.	<u>Related performance measures</u> by 2015… • Increase international student fee income from £8M to £17M • Sussex in the upper quartile of benchmark institutions for quality and number of applications per UG place	<u>Lead responsibilities</u> PVC Education Heads of Schools

Strand: **Identify areas of student demand and develop a suite of new programmes at both undergraduate and postgraduate levels.**			
Action	**Target/aim**	**By when**	**Responsible**
Launch new PG programmes in - Business & Management - International Security Set follow-on recruitment targets	Achieve viable first intakes Achieve sustainable growth	October 2009 2015	Heads of Schools/Directors of Taught Programmes School/central recruitment teams. Heads of Schools/Strategy & Resources Committee sub-group
Launch new PG and UG programmes in digital and social media Set follow-on recruitment targets	Increase PGT student/staff SSR from 3.2 to 4.0	2011-12 2015	Heads of Schools/Directors of Taught Programmes School/central recruitment teams Heads of Schools/Strategy & Resources Committee sub-group
Rationalise and further develop the portfolio of UG and PGT programmes in Biomedical and Life Science	Achieve improved intakes	2010-11	Heads of Schools/Directors of Taught Programmes School/central recruitment teams

Strand: **Streamline the academic portfolio and develop a robust and holistic planning process to ensure sustainability and improve programme management.**			
Implement a policy of minimum thresholds	Minimum recruitment targets set for all new PG programmes	Sept 2008	Strategy & Resources Committee sub-group
Improve marketing and market research input to planning and curriculum development processes	A sustainable portfolio with minimal cross-subsidy	Sept 2012	Director of Communications Directors of Taught Programmes
Establish clear timelines for academic planning and protocols for professional services liaison.	Improved programme development and management	2009-10	Head of Academic Registry and Director of Planning
Strand: **Establish teaching-led connections with academic partners around the world (eg. dual degrees, collaborative content)**			
Work with Faculty to build on existing international relationships to develop opportunities for academic offerings with partners	Increase number of international collaborative arrangements resulting in increased number of international students on validated programmes and progressing to Sussex	2010 and onwards	Head of Partnerships Head of International Liaison
International Liaison continue to identify collaborative opportunities worldwide	Increase number of international collaborative arrangements resulting in increased number of international students on validated programmes and progressing to Sussex	2010 and onwards	Head of International Liaison

Strategy 2.2: **Developing programmes in response to the changing needs of students, employers and international standards** We will progressively review existing programmes, and update them to ensure that they enjoy the benefits of a research-informed curriculum. This review will also ensure that programmes are constructed with an international perspective. In this way, we can make certain that our programmes continue to be relevant to the real-world needs of students, employers and wider society.	Related performance measures • Increase international student fee income from £8M to £17M • Sussex in the upper quartile of benchmark institutions for the quality and number of applications per undergraduate place	Lead responsibilities PVC Education Heads of Schools

Strand: **Establish a continuous process of curriculum renewal in all subject areas.** (in conjunction with other actions under 2.1 above)			
Action	**Target/aim**	**By when**	**Responsible**
Develop a central register of employers (a subset from the membership of the existing Employer Forum)	To access employer advice on matters relating to programme development via participation in e.g. validation events , School T&L committees	2010	Careers and Employability Directors of Taught Programmes
External input to validation events	Increased employer participation in curriculum review process	Achieved 2007 onwards	Head of Academic Registry
Review and enhance our process of periodic subject review	Subject review action plans are more clearly aligned to University strategies and resource implications identified	2009/10	Head of Academic Registry
Ensure that the programme design process includes professional services advice on most effective, methods of teaching learning and assessment, with particular regard to flexibility and inclusion	Upper quartile of benchmark HEIs for quality and number of applications

Improved student feedback | 2012-13 | Head of Academic Registry Head of the Teaching & Learning Development Unit |
Strand: **Enhancing available modes and methods of study.** [in conjunction with actions under 2.4 below]			
Structure of the academic year: audit alternative models & evaluate the business case for change	Clear and agreed rationale for any changes	September 2010	PVC Education Head of Academic Registry
UG taught programmes: Review credit structure in light of direction identified by structure of academic yr	Increased opportunities for APL and credit transfer, in line with 94 group practice	2010 or 2011	Head of Academic Registry
PG Taught programmes: Implement major review of credit system.	Ensure credit system is transparent and aligned to UK/EU standards	Phased for 2009 and 2010	Head of Academic Registry
UG and PGT programmes: agree specific interpretation of 'contact hours' and how this can be monitored; Establish contact hour	Sussex placed in top quartile of 94 group on contact hour commitments	2012-13	PVC Education Directors of Taught Programmes

minima (average hours/week) by level of programme			
Strand: Developing the curriculum			
Promote understanding and practice of research-informed teaching by: Developing dedicated web-resources A dedicated programme of development events in 2010-11 Close working with Library staff to promote acquisition of research skills	Increase in courses using enquiry-based learning methods and/or involving independent research Increase in number of courses using research-based assessment methods	2011-12 and ongoing	Head of the Teaching & Learning Development Unit Directors of Taught Programmes
Increase opportunities for training on the supervision of undergraduate research projects for staff and associate tutors	Increase in number of courses using research-based assessment methods Supervision of UG research projects embedded in AT training programme	2011-12 and ongoing 2009-10	Head of the Teaching & Learning Development Unit Directors of Taught Programmes
Expand the range of cultural and international perspectives in the curriculum [See 2.5 also]	-support a diversity of learning modes - increase home and international student interaction	2010-11 and ongoing	Head of the Teaching & Learning Development Unit Head of Student Support and Experience

Strategy 2.3: **Helping students to develop skills that will equip them for graduate employment and life long learning** We will continue to develop the curriculum to embody the knowledge, skills and attributes that ensure Sussex students remain critical and challenging thinkers, We will also provide students with opportunities to acquire skills that will equip them for future and continuing employment and for leadership roles, in line with the aims of the Employability Strategy	Related performance measures by 2015… • Sussex in the national top 20 of securing graduate-level jobs, (improving this measure to 70%); • Sussex in top quartile of 1994 Group in terms of Graduate Employment PI; • All depts to score >= 4.0 on NSS personal development measure.	Lead responsibilities PVC Education Heads of Schools Director of Careers & Employability

Strand: **Developing Employability** *See Employability Strategy for other actions*			
Action	**Target/aim**	**By when**	**Responsible**
Develop an Employability Strategy	Strategy agreed and adopted by university	June 2009	PVC Education Director of Careers & Employability
Implement Employability strategy	All Schools include employability in T & L plans	Sept 2012	Heads of Schools Directors of Taught Programmes and Directors of Student Support
Schools to reflect and decide on the scope and desirable types of work insight/ experience that could be incorporated into the curriculum Professional services monitor and anticipate possible need to enhance central support	Increase the range of students' opportunities for work insight and experience	2011-12 and ongoing.	Heads of School Director of Careers & Employability
Implement the *Sussex Plus* initiative *See 3.1 below*			
Strand: **Encourage and highlight academically-based acquisition of transferable skills**			
Introduce the *SkillClouds* resource to all Schools	All academic advisers able to engage with SkillClouds in advising sessions Skills identified in all new or revised course docs	by end 2009-10 from 2010-11 onward	Head of the Teaching & Learning Development Unit Directors of Taught Programmes
Schools to optimise local policies/procedures for Academic Advising within the common framework.	Common framework expectations for academic advice to be met in all Schools	2009-10 and ongoing	Directors of Student Support

Strategy 2.4: **Expanding opportunities for technology-enhanced and self-managed teaching and learning.** Whilst face to face teaching will remain the cornerstone of a Sussex education, we will also refresh and enhance our e-learning platform to increase our capacity to offer flexible learning. Additional technology support will increase access to flexible learning for all our students, with particular attention to the needs of some specific groups of students e.g. disabled students, those with caring/work responsibilities, and those studying at distance. .	Related performance measures ▪ Benchmark against JISC/HEFCE Pathfinder initiative ▪ Develop a user-centric wireless strategy and implementation policy matched against best in sector ▪ Upgrade of VLE with increased functionality	Lead responsibilities PVC Education Director of Technology-Enhanced Learning Director of IT Services Heads of Schools

Strand: **Develop the infrastructure and facilities to enable our virtual learning environment to deliver blended learning in all programmes**			
Action	**Target/aim**	**By when**	**Responsible**
Reinforce academic leadership and governance arrangements for the VLE	- Recruit a Director of Technology-Enhanced Learning - Establish a VLE governance group	March 2008 September 2008	PVC Education Director of Technology-Enhanced Learning
Decide on the technical development path for the VLE platform	Ensure that technical VLE platform is fit for purpose, meets current and likely future requirements, and is good VFM	March 2009	Director of Technology-Enhanced Learning Director of IT Services
Implement upgrades/enhancements to VLE as specified/agreed	Upgrade to Moodle 1.9 with appropriate Web 2.0 and multi-media digital lecture capture capability	March 2010	Director of IT Services
Strand: **Develop competence and confidence of students and staff to use technology-enhanced learning in all programmes**			
Training sessions Screencasts integrated into study skills website	Ensure Sussex students have the skills necessary to access the new VLE and other technology-enhanced learning opportunities	March 2010 and ongoing	Director of IT Services Director of Technology-Enhanced Learning Head of Student Support and Experience

A rolling programme of workshops for staff in which the use of new technologies to enhance learning, teaching and assessment are explored . External experts will lead where appropriate	Increased use by staff of the activities available through Study Direct	2008 onwards 2008 onwards	Head of the Teaching & Learning Development Unit Director of Technology-Enhanced Learning
Maintain and promote a suite of online self-study courses for staff	All staff have independent access to high quality online development materials	2009-10 onwards	Head of the Teaching & Learning Development Unit
Provide opportunities and professional support for staff to pilot use of new technologies for teaching and learning	To support innovators in development of new tools, resources and methods and in sharing their findings and practice:	2009-10 onwards	Director of Technology-Enhanced Learning Head of the Teaching & Learning Development Unit
Strand: **Implement a University-wide move towards electronic submission of (agreed modes of) student assessed work, incorporating, in an integrated way, implementation of plagiarism detection facilities.**			
Participation of senior team in Change Academy programme	Produce a clear aligned plan for all developments related to e-assessment	March 2010	Director of Technology-Enhanced Learning
Implementation of Change Academy plan	Agree aims, strategy and timescale for University-wide roll-out of planned changes	June 2010	Change Academy team Academic Registry
Agree specific desirable amendments to academic policy framework to facilitate changes e.g. to misconduct process	Facilitate the introduction of plagiarism detection and e-submission Anticipate possible new behaviours emerging from student use of new technologies	Sept 2010	Academic Registry Director of Technology-Enhanced Learning
Specify, procure and/or adapt technical infrastructure and software for this project	Infrastructure developments to be in aligned to timescale	Sept 2010	Director of IT Services

Test new systems with selected constituency	Ensure robustness of hardware and usability of software	2010-11	Academic Registry Director of IT Services Selected Heads of Schools
Strand: Digital lecture capture			
Procure install and implement digital lecture capability	Facilities in up to 10 lecture theatres	Sept 2009	Director of IT Services
Distribute recordings via VLE, iTunesU and the University website	Student access to key lecture materials for those courses with flexible learning expectations	2010-11	Director Technology-Enhanced Learning Head of the Teaching & Learning Development Unit

Strategy 2.5: **Developing access and progress routes for students from all backgrounds** By developing academic practice that is sensitive to issues of equality and diversity, and expanding the range of cultural and international perspectives in the curriculum, we will find new ways to reach out to potential students from all backgrounds. We will increase the number of international students, reflecting the global perspective of Sussex, our staff and student community, programmes and research challenges.	Related performance measures • Exceed nationally-set widening access and participation benchmarks • Increase international student fee income from £8M to £17M •	Lead responsibilities PVC education

Strand: **Maintain transparent and equitable policies for admission**			
Action	**Target/aim**	**By when**	**Responsible**
Renew our Admissions Policy as part of new HEFCE WP strategic assessment]	Revised policy to recognise multiple qualifications on entry, accredit prior learning and work-based learning.	June 2009	Director of Communications Academic Registrar Head of Admissions
Strand: **Build upon our relations with key schools and colleges and deepen our relations with regional FE colleges**			
Renew and re-focus schools liaison strategy	Maintain effective links with key schools for student recruitment	Sept 2009	Director of Communications
To develop links from the most senior levels throughout FECs to communicate the Sussex offer	For FECs to consider Sussex as a 'preferred' progression choice for their home and international students	October 2010	Head of Partnerships Head of CCE

Cross-refer to External Relations Strategy project, in development			Head of Partnerships
Strand: **Ensure that academic practice is sensitive to equality and diversity, with a high emphasis on student engagement and retention.**			
Schools address equality and diversity in teaching and learning plans	Adoption of internationalised curriculum across all schools	2015	Head of Student Support and Experience Directors of Taught Programmes
Provide Web resources dedicated to inclusive teaching Training on Equality & Diversity continues to be included in central Teaching & Learning Development events programme	To support faculty in developing curriculum, materials and processes to meet the needs of a diverse student body	Oct 2009 Ongoing	Head of the Teaching & Learning Development Unit
Ensure that technology-enhanced learning addresses the needs of particular groups, in line with policy on equality and diversity	To support disabled students, those with caring or work responsibilities, and those studying at distance, to access learning resources that best meet their needs	On-going	Head of Student Support and Experience Head of the Teaching & Learning Development Unit Directors of Student Support
Develop and deliver training for all school-based student facing staff in supporting students with disabilities and specific learning difficulties. Embed training in staff induction processes	Achieve comprehensive implementation of 'standard adjustments for students with standard assessment for provisions relating to dyslexia, or specific learning difficulties for 2011-12	October 2010	Head of Student Support and Experience Directors of Taught Programmes Directors of Student Support Head of the Teaching & Learning Development Unit
Enhance mechanisms for monitoring student engagement (including but not only attendance)	- 100% coverage of small-group attendance monitoring; - new protocols for contacting students not engaging, and other at-risk groups	Sept 2009 and ongoing	Head of Student Support and Experience Directors of Taught Programmes Directors of Student Support

Strategy 2.6: **Developing recognition and reward systems to encourage teaching, learning and academic excellence** As part of our performance development, review and reward system, Sussex will pay special attention to defining teaching excellence and expected levels of performance at each academic grade, and ensure that all those involved in promotions processes are trained in their application. We will ensure that those taking academic leadership and management positions are suitably rewarded for performance.	Related performance measures • 100% take-up of performance and development review; • Increase the proportion of successful internal academic promotions to >90% • 100% of staff on appointment and promotion panels having relevant training.	Lead responsibilities PVC Education Heads of Schools Director of Human Resources

Strand: **Develop and embed a performance management system for recognising 'excellence' in teaching (including research degree supervision and those on teaching only career pathways), and expected levels of performance at each staff grade.**			
Action	**Target/aim**	**By when**	**Responsible**
Develop performance management data, internal and external reference measures, and guidelines for interpretation	Improved student satisfaction Improved staff satisfaction	June 2009	PVC Education Heads of Schools Director of Human Resources
Embed performance management principles in University and School practices	Improved student satisfaction Improved staff satisfaction	Sept 2009 and ongoing	PVC Education Heads of Schools Director of Human Resources
Strand: **Ensure that those taking academic leadership and management positions are suitably rewarded for performance**			
Recognition of range of officerships in reward and promotion criteria	Improved staff satisfaction	Sept 2009 and ongoing	PVC Education Heads of Schools Director of Human Resources
Strand: **Improve the visibility of teaching in reward and recognition structures**			
Review and enhance our teaching awards scheme • Sussex awards: Design a new teaching awards scheme for 2009-10 and onwards to offer more varied access to awards and enhance student input.	New Sussex Teaching Award scheme in place An increase in levels of participation in the scheme	2009-10 2009-10 and ongoing 2010-11 and ongoing	PVC Education Head of the Teaching & Learning Development Unit

• NTFS and other national awards: Develop a more strategic and planned approach to supporting and developing possible applicants e.g. through using mentors.	Maximum number of applicants to be put forward for national awards annually: [currently 3 p.a.		

Strategy 2.7: **Providing opportunities for professional development in teaching, learning and assessment** Sussex will continue to provide accredited programmes in teaching and learning in higher education for all permanent staff and associate tutors, refining these to reflect increased emphasis on new teaching and learning paradigms and support technology. Research supervisors will be made aware of best practice and the requirements of sponsoring agencies. All members of the academic community will be encouraged to engage with national and international good practice in teaching and learning in their discipline area.	<u>Related performance measures</u> Increases in: • Numbers of staff who are fellows of HE Academy • Number of ATs and other staff who are associates of the HE Academy • Awards for pedagogic research projects • Successful submissions to pedagogic publications and conferences.	<u>Lead responsibilities</u> PVC Education Head of the Teaching & Learning Development Unit

Strand: **Provision of high-quality accredited programmes in T&L in HE for those with fewer than 3 years experience of teaching, for both permanent faculty and Associate Tutors**			
Action	**Target/aim**	**By when**	**Responsible**
Review and re-engineering of PG Cert HE programme	Renewed programme to offer individualised learning pathways	Sep 2007	Head of the Teaching & Learning Development Unit
Roll-out and refine new PGCert HE	Completion rate for PGCert: 75% within 2 years of 1st registration, and 90% within 3 years. Re-validation of Programme	Sep 2007 and ongoing June 2010	Head of the Teaching & Learning Development Unit
Provide a range of programmes to meet the needs of different AT cohorts: • An online 'preparing to teach' course, open to any AT at Sussex • 'Starting to Teach' short	All ATs have access to training for teaching that is appropriate to their needs and the expectations of their Grade: 100% ATs grade A & B complete the short programme during their first	 2008/9	Head of the Teaching & Learning Development Unit

programmes for all ATs A and B who have fewer than 3 years HE teaching experience • Associate of the HE Academy preparation programme, offered as CPD for all ATs	year of teaching 10% ATs have HE Academy Associate status	2010/11	
Academic staff joining Sussex with more than three years experience, and not participating in the PGCertHE, will be supported in achieving Fellowship status within their first six months of employment.	Increased number of staff overall who are HE Academy Fellows: by 20 per year	From Oct 2009	Head of the Teaching & Learning Development Unit
Strand: **Develop suitable and valued induction and training activities for all levels of staff involved in T&L**			
Develop induction activities for all new staff, including ATs and staff appointed to officerships	All relevant staff to attend induction programmes Increased staff satisfaction	Sept 2009 and ongoing	Heads of School Head of the Teaching & Learning Development Unit
Provide a range of teaching and learning development events, that will be of value to all staff with teaching or tutoring responsibilities' and will draw on external specialists and Sussex academics.	45 events with an average of 10 participants at each. 60 events with an average of 12 participants at each.; 20% increase year on year subsequently	08/09 09-10	Head of the Teaching & Learning Development Unit
Create flexible access to induction and training through web-based resources.	All centrally-provided T & L induction and training events will have online equivalence and/or support materials	2011-12	Head of the Teaching & Learning Development Unit
Provide a range of relevant training and development events and resources for research supervisors	All academic staff new to doctoral supervision to undertake centrally-provided training in first year of supervising All research supervisors to attend a relevant professional development seminar at least once every 3 years	Sept 2009 Sept 2011	Head of the Teaching & Learning Development Unit Head of Doctoral School

Strand: **Encourage all members of the academic community to engage with national and international good practice in teaching and learning in their discipline**			
Encourage participation in national and international teaching and learning networks	Increased activity with HE Academy Subject Centres reported on year-by-year basis: contributions from Sussex staff, success in teaching and research awards	2009 and ongoing	the Teaching & Learning Development Unit Directors of Taught Programmes
Invite range of speakers of national and international standing at Teaching & Learning Development events, both discipline specific, and general.	At least 3 discipline-specific Teaching & L earning events each year, in addition to central events	2009-10 and ongoing	Head of the Teaching & Learning Development Unit Directors of Taught Programmes
Provide support post-PGCert HE, to write up research projects for publication	60% of research project papers published in internal or external publications or presented at conferences	2012	Head of the Teaching & Learning Development Unit

Making the Future Goal 3: Enhancing the Student Experience

Strategy 3.1: **Introduce a new personal development and employability initiative – Sussex Plus – to recognise the commitment and energy of Sussex students** The new *Sussex Plus* initiative offers students the opportunity to add value to their CV from the moment they join Sussex. Using the *Sussex Plus* e-portfolio personal development tool students will reflect on their skills and experiences and document what they have learnt in a webfolio to make a claim of achievement (verified by professional staff) and attested by the University. A detailed plan for implementing this strategy is laid out in the Employability Strategy 2009-15	Related performance measures • By 2015 All depts to score >= 4.0 on NSS personal development measure.	Lead responsibilities PVC Education Academic Registrar Head of Careers & Employability

Strand: **Implement the *Sussex Plus* concept**			
Action	**Target/aim**	**By when**	**Responsible**
Finalise the design of Sussex Plus	Design approved by the University Teaching & Learning Committee?	June 2009	Head of Careers & Employability
Phase 2 pilot study in 2009-10 < 100- students	Evaluation of the fitness for purpose of the Sussex Plus programme	May 2010	Head of Careers & Employability
Progressively implement Sussex Plus	-15% participation of f/t UGs 40% participation of f/t UGs 70% participation of f/t UGs	2009-10 2010-11 2011-12	Head of Careers & Employability

Strategy 3.2: **Build continuous improvement using feedback from the National Student Survey, the International Student Barometer and other mechanisms of student feedback** We will implement action plans to address the specific issues raised by the results of the surveys, as well as ensuring that students understand and make the most of our teaching model.	Related performance measures • Increase the percentage of overall student satisfaction as measured by the NSS from 68% (2008) to 79% (2015) • Maintain strong position in ISB survey	Lead responsibilities PVC Education Academic Registrar Head of Student Support and Experience

Strand: **Develop our mechanisms for evaluating student satisfaction and feedback to which the University can respond**			
Design and implement a standardised University Course Evaluation Questionnaire	Improved student satisfaction Efficiency gains Comparability and better diagnostics	- Piloted: Spring 2008 ->2008/9 - Full roll-out: 2009/10	Head of the Teaching & Learning Development Unit
Participate in the PRES national survey of Research student satisfaction	Improved student satisfaction	First participation 2007/8	Head of Doctoral School
Design new mechanisms for feeding back to students what they have told us, and what action the University is taking	Improved student engagement with evaluation processes, as students receive feedback on responses to their comments	September 2009 and ongoing	Head of Student Support and Experience Student Experience Forum
Strand: Develop our mechanisms for engaging with students via representatives, cohort groups and other qualitative consultations			
Refine the student representation scheme in the restructuring	Improved student representation, through the development of local constituencies of representation	September 2009 and ongoing	Head of Student Support and Experience
Develop other cohort-based modes of representation and engagement	Improved representation of student concerns at local, and subject-based level. Closer engagement between student and academics within the new Schools	September 2009 and ongoing	Head of Student Support and Experience Head of Academic Registry Directors of Taught Programmes USSU

Strategy 3.3: **Transform the library to improve resources and to provide an integrated learning environment** The Library will be redesigned to provide a more effective informal learning environment, including improved catering and better access to information services via IT.	Related performance measures • Upper quartile of 94 group institutional responses for q.s 16-18 [learning resources] in NSS survey by 2012 • Visits to the library to increase by 10% within two years of completion of refurbishment project • Increase in use of the electronic	Lead responsibilities Deputy Vice Chancellor Librarian

	and online resources identified in access strategies	

Strand: **Transform the Library as a physical space**			
Action	**Target/aim**	**By when**	**Responsible**
Set up library refurbishment project team	Agree specification of new content, services and facilities in the Library	May 2009	Deputy Vice-Chancellor Librarian
Project board A to oversee and manage refurbishment	Refurbishment completed on time and within budget	Summer 2011	EFM Librarian
Strand: **Develop a resource access strategy for all levels of taught programmes**			
Develop a comprehensive strategy covering resources in all media Roll out strategy to all teaching programmes	- strategy for 1st year UG courses - strategy for 2nd year UG courses - strategy for 3rd year UG & PGT	Sept 2008 Sept 2010 Sept 2012	Librarian Head of the Teaching & Learning Development Unit Directors of Taught Programmes

Strategy 3.4: **Creatively develop teaching and learning spaces to meet better the needs of staff and students** A major priority is to construct a new, state-of-the-art teaching building to replace the Russell Building. In addition, existing formal teaching space will be progressively improved in a systematic manner across campus. *cross-refer to Teaching Accommodation Strategy*	Related performance measures • Year on year improvement in the functional suitability of the teaching and learning infrastructure	Lead responsibilities Deputy Vice-Chancellor PVC Education Director of Technology Enhanced Learning Academic Registrar

June 2009
Revised September 2009