LEARNING AND TEACHING STRATEGY
2002-2005

18 July 2002

Learning and Teaching Strategy 2002/05

Mission Statement

The principal aims of Birkbeck are:

- To provide part-time higher education courses which meet the changing educational, cultural, personal and career needs of adults; in particular those who live or work in the London region.
- To enable adult students from diverse social and educational backgrounds to participate in our courses.
- To maintain and develop excellence in research and provide the highest quality research training in all our subject areas.
- To make available the results of research and the expertise acquired, through teaching, publication, partnerships with other organizations and the promotion of civic and public debate.

Background

1   Birkbeck is recognised as a leading UK provider of part-time, face-to-face, HE learning and teaching. This reputation is based on excellence in research (69% of staff in schools rated 5 or 5*), breadth in provision, a diverse student population and strong partnerships with London institutions. The College is composed of four Faculties; the Faculties of Arts, Sciences and Social Sciences (FAS) and the Faculty of Continuing Education (FCE). Each of the four Faculties is divided into Schools; the Faculty/School structure was introduced in 1999 and will be reviewed in 2003.

Student Population

2   Birkbeck's student population has grown steadily from circa 4000 FTE in 1991/92 to 7700 FTE in 2001/02 of which 26% are postgraduate students, 37% undergraduate degree students and 31% are undertaking courses offered through continuing education. The student population is composed almost totally of mature part-time students the majority of whom remain in employment (~ 80%) while undertaking their course of study. An analysis of Birkbeck student data shows that their ages range from 18 to over 70 years with the majority falling within the 30–39 year age group. They attend courses that range from open access pre-degree training to research degrees.

3   Birkbeck's mission is inclusive and this is reflected in the wide range of educational, ethnic, cultural and social backgrounds of our students which mirrors the diversity within the London population. A large number of Birkbeck students are from disadvantaged backgrounds and from ethnic minorities but there are also a significant number of students who are highly qualified professionals, particularly in the postgraduate vocational courses. The nature of our students is a major influence on the College. To quote from the draft 2002 Continuation Audit report:

> "it would be remiss not to give proper recognition to the unusually strong dimension of quality monitoring and assurance that is offered by the distinctive character of the College's student cohort - predominantly adults in full-time employment, studying part time in the evenings. Students are represented on all major groups and on almost all College committees other than boards of examiners. The maturity, 'life experience' and often professional experience of the student body, enables it to apply an incisive constructively critical function both at the programme level and through its active engagement at College committee level."

Teaching

4   Provision at Birkbeck is very broad covering a wide range of subjects in arts, sciences and social sciences. As predicted in the first Learning and Teaching Strategy (L&TS) there has been extensive development of the curriculum, including the establishment of four Foundation Degrees whose first students started in January 2002, and increasing use of technology for both distance learning and student support. A major source of curriculum development will continue to come from links with partner institutions: e.g. the London Consortium (Birkbeck, the Tate Gallery, ICA, the Architectural Association, and previously the British Film Institute); the British Museum, the Museum of London, etc. A number of Schools

provide specialised training for employers and this also spurs innovation in the curriculum. Research-led staff expertise in delivering part-time teaching to working adults has enabled the College to build links with such professional partners. A recent example is the development of a Master of Fine Arts in Theatre Directing. Being a small and flexible institution. Birkbeck can adapt rapidly to new opportunities. The College continues to develop partnerships with the London External System and will investigate future opportunities to work with UKeUniversities Worldwide.

5   Birkbeck's teaching and learning practices have evolved within a strong disciplinary culture. In FAS there is an emphasis on research-led teaching; in FCE a higher emphasis on personal self-development. Forms of teaching include daytime and evening face-to-face teaching in Bloomsbury, teaching in partner institutions around London and various forms of communications and information technology (CIT) based distance learning, e.g. in Organizational Psychology, Crystallography, Biology, Geography and Earth Sciences.

6   A wide range of learning and assessment methods are employed. The use of new methods of delivery has been increased including more use of CIT for self-paced learning and for distance learning. Birkbeck already has considerable experience in this area in some subjects and it is intended to disseminate the knowledge gained to other areas, since our potential students will expect this given their increasing familiarity with web-based sources of information. The development of CIT based learning aids has particular value to part-time mature students. Such aids allow students to

- work at times that are most convenient to them
- work at their own pace, which is particularly important for non-standard entry students or non-native English speakers
- have the confidence that they will not miss things if they take time off for work or domestic reasons
- engage in regular formative assessment as they progress.

Four of the previous TQEF initiatives involved the use of new technology to reach out to students and these proved effective, e.g. the work in Biology on formative assessment and feedback is the basis of a FDTL phase 2 bid.

Revision of the learning and teaching strategy (L&TS)

7   The first L&TS was developed from wide discussions within the College during 1999-2000 and was approved by Governors in March 2000. It articulated a well-established, though tacit, approach to learning and teaching which was embedded in the College's mission. 24 operational targets were set in the document and progress on those has been reported in the annual operating statements. Since then aspects of the strategy have been constantly under review through the:

- work of the Working Party on Teaching and Learning (WOPOTAL)
- Quality Assurance Committee
- response to QAA reviews of individual subjects
- development of an Internal Review process
- preparation for Continuation Audit
- development of other College strategies including those for widening participation, disabilities, human resources, marketing, information and information technology and estates
- development of the new Corporate Plan
- evaluation of learning and teaching projects funded by the College Development Fund (CDF) using TQEF funding

8   The Senior Management team reviewed the L&TS in 2001, as planned, and concluded that it continued to provide an appropriate framework. The revision of the L&TS draws on what has been learned from all of these processes. The College's belief that the strategy has worked was confirmed by the 2002 Continuation Audit report which commented on the:

- extreme care taken by tutors in the admissions process;

- staff commitment to personal tutoring and individual support for students;
- commitment of staff to the College's mission through their response to the needs of highly motivated, mature, part-time students; the opportunities given to, and taken up by, the students to participate and contribute.

9 The first L&TS was written very shortly after a new organisational structure had been introduced at Birkbeck and making this structure work was a major operational objective of the L&TS. The School-Faculty structure worked very well. Putting small departments in larger units created synergies and enabled good practice to be shared, e.g. between Biology and Chemistry, or allowed small groups to share scale economies with bigger groups, e.g. Mathematics and Statistics with Economics, who have introduced a new joint MSc in Financial Engineering. The Faculties took advantage of their wider remits to build links across Schools and this has been particularly successful in promoting inter-disciplinary initiatives in Arts. Consultation in 2001 indicated that the role of Pro-Vice-Master (PVM) had proved effective and two additional PVMs – for:

- Widening Participation and Student Support (WP)
- Links with Business and Commercial Exploitation (LB)

were added to the three existing posts:

- International and Research Students (IRS)
- Communications and Information Technology (C&IT)
- Award Structure and Long-term Curriculum Development (ACD)

L&T Goals and Strategy
10 The College's broad goals and strategy remain the same; the mechanisms and operational targets have evolved in the light of our experience over the last two years.

Goals
11 Birkbeck's learning and teaching goal is to develop resources and procedures which will ensure the best learning experience in higher education, for the widest possible range of students, in order to enable them to realise their full potential. These developments should ensure that the College:
- widens participation in higher education
- designs and develops an appropriate curriculum
- enhances student learning by building on their knowledge and experience, responding to their concerns and providing the appropriate support
- disseminates best practice and facilitates integration and harmonisation where appropriate
- encourages excellence in teaching through staff development
- provides suitable infrastructure and learning resources
- builds links with employers and the wider community

12 All developments will be designed to take account of the nature of the material to be learnt; the prior experience and special needs of particular groups of students; the constraints involved in particular modes of communication with students (e.g. time-tabling evening teaching) and the available infrastructure. Given the heterogeneity of material to be learnt, and of the types of student and modes of communication available, procedures have to be customised to particular cases. Standard templates are unlikely to work in the very heterogeneous Birkbeck environment.

13 While many Birkbeck students follow courses for personal, intellectual and cultural development, rather than for career advancement, the Birkbeck experience often changes the direction of their life, including their careers. In the more vocational Schools, helping students enhance their career development is a central objective and those Schools maintain close links with employers, who are often former Birkbeck students. Subject reviewers reported positively on this in Economics, Psychology, Politics and Molecular Biology (Crystallography). The College is developing its links with business and the community through its Business Relations Unit and the work of the PVM for links with business and commercial exploitation. In

addition the College's widening participation project is running Career Opportunity workshops in the summer of 2002 for targeted groups of students.

Strategy

14   Our strategy is based on a bottom-up approach, which encourages autonomy, initiative and experimentation, within a top-down College framework which provides clear general principles and procedures together with structures to link and co-ordinate activities. Schools and Programme Directors have to be able to convince their peers in the College that they are: widening access; adopting the best procedures to encourage learning among their students; evaluating the procedures they use; experimenting with new procedures; and developing the curriculum. Schools have systems for obtaining an evaluation of provision from current students, and the practice of conducting graduate surveys has been extended across the College. Birkbeck has developed an evaluation framework that will allow Schools to show that they are developing and adopting the best practices appropriate for their subject and are responding to student and market needs. The first L&TS discussed the nature of the culture change required and the draft 2002 Continuation Audit report confirmed that such a change has taken place. All schools have developed a five-year strategic plan within a faculty framework and these form part of the Corporate Plan.

Operational Targets

15   As with the first L&TS the operational objectives are a set of specific projects to further improve linkage and co-ordination at College level in order to increase coherence, spread good practice and encourage innovation in learning and teaching. In each case we review progress since the first L&TS and provide new targets.

Widen participation in Higher Education

16   This has always been central to Birkbeck's mission. The HEFCE-funded Birkbeck Widening Participation project has proved very effective in providing new and stronger forms of staff and student support, catering for a range of designated student groups (asylum seekers and mental health services users), enabling wider recruitment, clearer progression and improved retention. This is now the responsibility of a PVM for Widening Participation rather than the Dean of the FCE**.** Rather than establishing a Learning Development Unit as proposed in the original L&TS, these functions (improved study skills support, research into retention) have in fact been carried out within the Widening Participation project. In the coming year we will review the need for a central learning support unit. **Responsibility PVM (WP).**

17   Since the last L&TS the College has recognised the need for an audit of student study-skills support and the various courses that supplement School provision. Initially the information obtained from this audit will be used to improve staff and student awareness of the support provision already available, to highlight gaps in provision and to prevent duplication. The College will continue to explore the possible role for a central support unit. **Responsibility PVM (WP).**

18   Information obtained from the audit of study skills support will feed into the continuing development and expansion of the College's successful Foundation Degree (FD) programmes. The College intends to assess the benefit and practicality of using study skills support courses in conjunction with student learning logs to encourage skills development and will review the merits of linking skills development to a form of award such as that offered by the University of Essex. **Responsibility Foundation Degrees Administrator.**

19   Over the last three years the College has devoted more effort to studying patterns of retention and progression of our students and providing an environment that minimises withdrawal. There is evidence that our CIT based innovations improve retention. To develop our understanding we are organising a Conference to share experience with the Open University, the University of East London and other London providers of part-time HE. This will help us identify: reasons why part-time students withdraw; issues that we can do something about; and ways of improving retention and progression. **Responsibility PVM (ACD).**

20   Birkbeck has a long history of providing financial support to enable students to enter, stay on course and achieve their potential. This has always been integral to the College's strategy for facilitating participation in HE by those who have not had the previous opportunity or expectation of doing so. It has also sought charitable funding for student support. We expect to spend £362,000 on fee waivers and student support in addition to the £308,000 provided in Government Access funds for eligible low-income undergraduates in 2002/3. Student support is overseen by the College Dean who has general College responsibility for pastoral care and the number of staff administering student awards has increased from 1 FTE in 1998 to 3.2 FTE in 2002.

21   The information strategy that has been in operation for the last two years has sponsored a number of initiatives that relate directly to widening participation, including a survey of student IT literacy at intake, which had more than 1200 responses. On average, Birkbeck students have fairly high levels of IT skills often obtained from their work experience. However, there are exceptions and there appears to be a need for early diagnostic testing and targeted help. This is particularly important as the College extends its use of web-based learning and student support. The College intends to develop student IT self-assessment materials which allow students to make a realistic and comparable assessment of their own IT literacy with appropriate test materials and enable them to identify and obtain the support they require. The use of these tools will be piloted using FD students as the College has already identified IT skills gaps as a likely barrier to course completion for these students. The development of all materials will be documented and evaluated with the aim of ensuring that they can be transferred into other disciplinary contexts and their use extended throughout the College. **Responsibility PVM (C&IT).**

22   Since the first L&TS, provision for students with disabilities has been transformed, through the activities of the disability officer. As part of Birkbeck's HEFCE Special Initiative, a Disability Officer has been appointed to provide a high-quality, comprehensive support service for over 330 disabled students. The support provided is detailed in the College Disability Statement and includes information leaflets, advice and support with travel and parking, physical access, financial support (including the Disabled Students Allowance), arranging and conducting assessments of needs, provision of special equipment, a personal assistance scheme and special examination arrangements.

23   A programme of staff development has been conducted in FAS. This has included specialist events, presentations at School meetings, staff inductions and paper-based and web resources. The project has worked closely with Birkbeck's Widening Participation Project, other HEFCE Special Initiative projects and other University of London Colleges.

24   Over the coming three years we hope to extend the comprehensive support service for disabled students to the Faculty of Continuing Education (FCE). The College's experience of providing support for part-time students in the main College will be used to:

- help address the specialist needs of FCE students (to be funded from TQEF funds)
- provide staff development opportunities for the 700 sessional lecturers employed by FCE (an application for funding is to be made under HEFCE's special funding initiative for "Improving provision for disabled students)

25   The project is to be fully embedded into the College, which will fund the Disability Office from January 2003. The two staff will be offered permanent contracts and the present Steering Committee for the project will become the Disability Committee. The primary Learning and Teaching objective for the next three years is to ensure that the College meets its obligations under the Special Educational Needs and Disability Act 2001 (SENDA). Birkbeck has established a Working Group on SENDA, reporting to the Academic Board via Teaching Committee, which will advise on all the reasonable adjustments that the College will be required to make to meet obligations under this legislation. It will also advise on the financial provision to be made. As part of the College's application for HEFCE Disability Capital Funding an access audit was conducted in March 2002. This identified all the access improvements which will be required in order to make the College compliant with SENDA. Achieving this aim is Birkbeck's second strategic objective. The College has already recognised the requirement to make financial provision for this over the next three years and

the Estates Department is in the process of developing a strategy for undertaking these works. The New Library at Malet Street will be more accessible to students with disabilities, and a number of extra facilities are planned. The Library's distance learner service, which is free to students with mobility problems, will also be more widely available (for a fee) to any other student who does not have a London postcode. **Responsibility Disabilities Officer and Librarian.**

Curriculum development
26   As noted above the curriculum is changing rapidly and we will continue to build on new developments in areas such as Foundation degrees as well as developing relationships with our partners. We will also continue trying to identify new areas which Birkbeck can effectively develop. **Responsibility Senior Management Team.**

27   Birkbeck has a tradition of curriculum development through bottom-up initiatives. Funding for these is provided through the College Development Fund (CDF). This has been in operation for almost a decade and has an excellent track record for making venture-capital type investments in learning and teaching initiatives that have generated high returns. The effectiveness of the investments is closely monitored. These have included the 1995 pioneer use of the internet for distance learning by Crystallography; the 1997 TRIADS computer assisted learning and assessment system in Biology; the 1998 web-delivered MSc in Geographic Information Science; the 1999 MSc in E Commerce; the use of the Birkbeck Electronic Library to support distance learning in Organizational Psychology; the use of CDs in Earth Sciences; web support for FCE courses and many others. Much of the TQEF funds associated with the first L&TS were administered through the CDF, and we intend to do the same with TQEF funds this time. **Responsibility College Secretary.**

Enhance Student Learning
28   Progress towards establishing a College Research School has been slower than we anticipated, but the College is still working towards this. **Responsibility PVM (IRS).**

29   The TQEF funded pilot project to use the web for student support in FCE, and the Birkbeck Electronic library have been great successes and we will continue to build on them. A customised WebCT-based learning environment has been developed (www.bbk.ac.uk/fce2001/webct/index.html). The site represents templates for wide ranging subject areas from Foundation Science to MSc Environmental Management. The latter is fully developed to support a part distance learning course in protected area management aimed at Countryside Managers dispersed throughout the country. A site for professionals in the criminal justice system (Science, Crime & Justice) is also operational. Other templates and content will be developed in order to help Schools realise the College's Information Strategy target of 75% of courses containing an element of CIT by 2005. **Responsibility Dean of FCE/PVM (C&IT).**

Spread best practice and facilitate integration and harmonisation
30   The Quality Assurance Committee (QAC) has been very effective, as reflected in improvements in Subject Review scores and the draft Continuation Audit report which said

> *"QAC had assumed a powerful role in developing quality assurance procedures throughout the College's taught programmes, and in stimulating the College-wide acceptance of these procedures".*

The status of QAC is being upgraded so that it will report directly to the Academic Board rather than the Teaching Committee. Faculty Learning and Teaching Committees have been established, but have developed rather different roles in the different Faculties and we intend to reconsider their function.

31   Since the first L&TS there has been increased integration between FCE and FAS. This has included an internal review and the establishment of an FCE Quality Assurance Policy Group linked to QAC. There are also regular meetings between FCE and Schools to plan and review provision and pathways as well as research.

Encourage Excellence in Teaching

32   Since the first L&TS promotion procedures have been revised giving more explicit weight to Teaching. Probationary lecturers are now required to complete appropriate training. The first Birkbeck Awards for Innovation in Teaching were made in 2002 for projects covering Earth Sciences, IT skills and Organisational Psychology. The College encourages membership of the ILT through providing training for application and paying membership fees. Peer observation has become more widespread and is now accepted as the norm. Student questionnaires have become more standardised. Staff appraisal will be annual rather than every two years in future. The staff development group identify needs and provide courses to meet those needs. Further detail on Birkbeck's Staff Development and Training Objectives and our Equal Opportunities strategy are given in our 2002 Human Resources Strategy. A full staff development strategy will be devised during 2002/3. **Responsibility Director of Personnel.**

Enhance infrastructure and learning resources
33   The College Estates Strategy is designed to enhance the physical infrastructure, particularly the learning and teaching facilities, and there is a buildings programme in progress to achieve this. This includes a major extension to the Malet St Building, disability access works necessary to comply with SENDA, a science access laboratory for use by FCE and refurbishment of the Gordon Square buildings. **Responsibility College Secretary.**

34   The Malet Street building project will enable the 3 Birkbeck libraries to be merged. The Continuing Education Library (125,000 volumes) is currently unavailable to students due to its location, but following the merger there will be a 40% increase in the publicly available bookstock from the end of 2003. Books in the Continuing Education Library are being reclassified and service levels for continuing education students are currently being defined in readiness for this merger. Students and staff in the School of Economics Mathematics and Statistics and the School of Geography will benefit from the move of their stock to a larger library with longer opening hours and access to more specialist staff and facilities. The proportion of Library expenditure on electronic resources is increasing rapidly. This is a deliberate policy since it particularly benefits part-timers and distance learners. The electronic collections librarian has been investigating electronic reserve and e-book developments, and there are plans to purchase packages of e-books for the 2002/3 session. The Library management system, Horizon, is currently under review, and will be replaced in the summer 2004, providing funding is available. The new system will be more flexible and hospitable to web based resources. **Responsibility Librarian.**

35   Students need to develop information skills to benefit from the learning resources available. This involves: choosing the most appropriate print or electronic resources within and beyond Birkbeck; developing searching skills; knowing how to cite references and understanding issues of copyright and plagiarism. These information skills are distinct from IT skills, though they overlap with them. From 2000 the Library has been working with Schools to provide enhanced information skills teaching to all FAS students in Birkbeck primarily through the Electronic Collections Librarian, funded by TQEF. This will continue. A Virtual tour of the Malet Street Library has been developed and it is now proposed that the College provide web-based induction to the Library for students who cannot attend face-to-face Library induction sessions. This should also benefit distance learners and students with mobility problems. The Library is a partner in a project with the Open University to develop software to provide a 24/7 virtual enquiry desk to help answer the increasing load of email enquiries from distance learners and others working remotely or planning a visit. A prototype is available and will be developed into a service using TQEF funding. **Responsibility Librarian.**

36   Once the virtual enquiry desk is in service the College will embark on a project to increase the use of electronic library resources which are available 24 hours a day and so provide a more convenient form of information for part-time students. This project will initially target students in the Faculty of Arts who may be less inclined to use electronic resources than students in other disciplines. A web based skills package will be developed which will show students and staff how to access and exploit the electronic and other resources in the arts, effective search techniques, citation and other issues such as how to identify high quality Internet resources. **Responsibility Librarian.**

37   The College's Information Technology strategy refers to the strategic role of Central Computing Services (CCS) in providing a reliable and secure communications infrastructure to support learning and teaching developments. The College recognises the need to fund the continuous replacement and up-grading of its information and communications (ICT) infrastructure to facilitate greater integration of technology into learning and teaching activities and improve the quality of the student learning experience. The PVM for C&IT has established a Teaching and learning Technology Committee to co-ordinate progress in the use of C&IT and to disseminate practice more widely.

38   Some developments since the first L&TS include:

- the establishment of a centrally supported virtual learning environment (WebCT) for use by Schools
- restructuring CCS teams to provide more focused support and promotion of web-based and learning technology initiatives
- maintaining a rolling equipment replacement programme
- provision of a high capacity uninterruptible power supply system in the main computer room
- creation of a new 24-machine PC room in Gordon Square, facilitating access to core applications through procurement of campus-wide licences (e.g. for Microsoft products)
- facilitating remote access to College IT services by introducing a Virtual Private Network implementing a networked data storage and backup system for access by both central and 'departmental' servers

39   Specific objectives to improve the availability and reliability of systems in use for teaching and learning during 2002-2003 and beyond are outlined in the CCS operating plan and the College's Corporate Plan. These include:

- piloting the use of wireless networks to enable more flexible access to the College network
- improving the availability of audio-visual facilities for the production of learning materials
- developing network capacity through the introduction of Gigabit connectivity to the London Metropolitan Network
- improving resilience and disaster recovery arrangements for key network services
- improving network monitoring and security
- developing and implementing a strategy for web-based developments (including introduction of a content management system to facilitate the presentation and maintenance of web-based information)
- extending IT access to students undertaking accredited courses in the Faculty of Continuing Education
- improving email facilities for staff (via provision of group working facilities using Microsoft Exchange) and students (via webmail systems)

40   Birkbeck will pilot the use of wireless networks with an aim to provide more flexibility in accessing College network resources without being restricted by room layout and location of fixed network points. It is intended that this will provide a more flexible learning and teaching infrastructure encouraging a more efficient use of space and extending network coverage to new locations. **Responsibility CCS Director.**

41   The College is currently in the process of reviewing its organisation and provision of audio-visual and media services (with the help of consultants from the Southern Universities Management Services). There is, however, an urgent need to provide some basic facilities and support to academic staff interested in creating video-based learning materials (e.g. recorded lectures) for integration with text and sound materials using software such as Boxmind. It is intended that the College will procure centrally bookable digital video and still cameras, accessories (sound equipment, lighting, and tripods), a high spec PC and software for video editing, training to audio-visual technicians in video editing and two single user licences for Boxmind (Enlighten Express). Academic staff will then be encouraged to experiment and pilot the development of flexible learning materials. Staff development will be

provided by funding some staff to attend professional DV-CAM Operation courses run by British Universities Film and Video Council. **Responsibility CCS Director.**

Build Links with Employers and the Community

42   The College appointed a PVM to take responsibility for business links and commercial exploitation. It has been awarded funds under the HE reach out to Business and the Community Initiative and the HE Innovation Fund to develop a Business Relations Unit to establish closer links with business and the community. The aim is to work with employers to identify and meet staff development needs. Schools continue to establish partnerships with employers for structuring and delivering courses, maintain professional recognition and accreditation relationships and engage in professional practice. These links will be encouraged and supported by the Business Relations Unit. **Responsibility PVM (LB).**

Evaluation Process

43   Aspects of the L&T strategy will continue to be under constant review through the:

- work of the Working Party on Teaching and Learning (WOPOTAL)
- the Quality Assurance Committee
- revision of other College strategies including those for widening participation, disabilities, information and information technology and estates
- evaluation of learning and teaching projects funded by the College Development Fund (CDF)

44   The LTS will be implemented at various levels. The main mechanisms for implementing the strategy are the Quality Assurance and Enhancement procedures of the individual Schools, by which they monitor their performance in conjunction with feedback from students and external examiners. Schools are monitored by College QA procedures and a four-yearly Internal Review. New courses and programmes are approved by the two College Degrees Committees and the FCE Awards Committee and each programme is reviewed annually by the Quality Assurance Committee. Monitoring continues through the Teaching and Research Committees which report to the Academic Board. In addition, the five Pro-Vice-Masters have responsibilities for monitoring and enhancing particular aspects of learning across the College as a whole. These academic mechanisms are supported by members of the administration who promote innovation in teaching and learning practices.

45   The TQEF allocation will be managed through the College Development Fund. The L&T strategy provides a framework for the development of project proposals that need to be approved by the CDF Approval Committee before they can be funded. The funding is received in tranches; release being dependent on milestones being achieved. When the project is complete the project sponsor submits a written report evaluating the process and outcomes. These reports are then submitted for consideration by the Academic Board Executive Committee and the Academic Board.

Annex D

Action plan template for TQEF funding in 2002-03

Proposed activity	How activity relates to revised learning and teaching strategy	Targets	Amount of HEFCE allocation to be used for each activity
Extending disability support to FCE	Paragraphs 24, 25	• Review the needs of students with disabilities in FCE – April 2003 • Submit a Faculty strategy for the assessment and support of student's with disabilities which is fully integrated with the College's disability service • Develop support to meet the needs identified drawing on the College's experience of providing for part-time students in FAS	£15,000
Development of early diagnostic testing to identify students who need IT support	Paragraph 21	• Review the available IT training materials – Report April 2003 • Develop three applications to enable student self-assessment which are linked to skills development materials – August 2003	£20,000
Create a web-based online library induction tutorial	Paragraph 35	• February – March 2003 Development of tutorial • Staff and student testing of tutorial April 2003 • Revision of tutorial May 2003-June 2003 • Training of Library staff Summer 2003 • Deployment of induction tutorial September 2003	£15,000
Pilot the use of wireless networks	Paragraph 40	• Procure 4 wireless access points linked to the wired College network • Use existing laptops (fitted with wireless cards) to connect to the wireless network • Explore security and technical support issues • Pilot and report on wireless network usage.	£5,000
Support to create video-based learning materials	Paragraph 41	• Procure a centrally bookable digital video and still cameras, a high spec PC and software for video editing and two single user licences for Boxmind (Enlighten Express) – December 2002 • Encourage academic staff to experiment and pilot the development of flexible learning materials – April 2003 • Provide funding for interested academic staff to attend professional DV-CAM Operation courses run by British Universities Film and Video Council – by August 2003	£15,000
Continue to promote excellence in teaching by promotion and sponsorship of staff development activities	Paragraph 32	• Resource activities identified in the Staff Development Strategy – 2002/3 • Run ILT accredited course in Life Long Learning (FCE) from 2002	£10,000

Expand range of activities supported from the College Development Fund by increasing available development funding for L&T projects from HEFCE TQEF grant stream.			Net contribution of £18,941 to items
Widening Participation Review the breadth and standard of student study skills and student support. Understand and identify ways to improve the retention and progression of part-time students in London	Paragraphs 16, 17, 19	• Report on provision of study skills and student support - April 2003 • Identify and prioritise gaps in provision – April 2003 • Undertake further study of the patterns of retention and progression within the College – November 2002 to February 2003 • Hold conference with the Open University and the University of East London to help identify ways of improving the retention and progression of part-time students – 27 March 2003	
Curriculum Development Further development of CIT based learning Identify new areas for long-term growth in student numbers	Paragraphs 19, 26, 28, 39	• 75% or courses to contain an element of CIT by 2005 • Review process of identifying growth areas – April 2003 • Develop and expand the College's successful Foundation Degrees	
Spread best practice and facilitate integration and harmonisation Strengthen relationships with partner organisations	Paragraph 31	• Increase integration between FCE and FAS through introduction of the new student record system • Review existing partnerships with a view to formalising existing relationships	
			<u>Total HEFCE funding for: 2002/03</u> **£98,941**

Action plan template for TQEF funding in 2003-04

Proposed activity	How activity relates to revised learning and teaching strategy	Targets	Amount of HEFCE allocation to be used for each activity
Extending disability support to FCE	Paragraphs 24 & 25	• Develop support to meet the needs identified drawing on the College's experience of providing for part-time students in FAS – 2003/4	£15,000
Development of early diagnostic testing to identify students who need IT support	Paragraph 21	• Test/modify application –September to November 2003 • Document all three applications – December 2003 • Make applications available to Schools –Jan 2004	£20,000
Development of a web based information skills package for arts students	Paragraph 36	• Develop information skills package August to October 2003 • Staff and student testing of the package November 2003 • Revision of tutorial December 2003 • Deployment of tutorial January 2004	£16,000
Pilot the use of wireless networks	Paragraph 40	• Promote and support the use of the wireless network – 2003/4	£2,500
Support to create video-based learning materials	Paragraph 41	• Encourage academic staff to experiment and pilot the development of flexible learning materials 2003/4 • Provide staff development in creating video-based learning materials 2003/4	£15,000
Continue to promote excellence in teaching by promotion and sponsorship of staff development activities	Paragraph 32	• Resource activities identified in the Staff Development Strategy 2003/4 • Run ILT accredited course in Life Long Learning (FCE)	£10,000
Expand range of activities supported from the College Development Fund by increasing available development funding for L&T projects from HEFCE TQEF grant stream.			Net contribution of £26,625 to items
Widening Participation Continued development of study skills and student support. Improve the retention and progression of part-time students in London	Paragraphs 16, 17, 19	• Develop provision to fill gaps identified in the review – 2003/4 • Review ideas for improving retention/progression which were generated at the conference. Implement as appropriate. – 2003/4 • Clarify progression routes both within Birkbeck and between partner institutions and Birkbeck. – April 2004	
Curriculum Development Further development of CIT based learning	Paragraphs 19, 26, 28, 39	• 75% or courses to contain an element of CIT by 2005	

Identify new areas for long-term growth in student numbers		• Develop marketing to identify new areas for growth • Draw upon links made by the Business Relations Unit to identify skills gaps • Work with FE partners to establish student demand • Use the information gained to inform plans for future expansion – 2003/4	
Enhance student Learning Improve support and training for research	Paragraph 28	• Establish a College Research School – 2004	
Spread best practice and facilitate integration and harmonisation Strengthen relationships with partner organisations	Paragraph 31	• Increase integration between FCE and FAS for example through introduction of the new student record system - 2003 • Raise the profile of Birkbeck within partner organisations with an aim to increase progression from FE to HE – 2003/4	
			<u>Total HEFCE funding for:</u> 2003/04 **£105,125**

Action plan template for TQEF funding in 2004-05

Proposed activity	How activity relates to revised learning and teaching strategy	Targets	Amount of HEFCE allocation to be used for each activity
Extending disability support to FCE	Paragraphs 24 & 25	• Develop support to meet the needs identified drawing on the College's experience of providing for part-time students in FAS – 2004/5	£15,000
Development of early diagnostic testing to identify students who need IT support	Paragraph 21	• Promote and support use of diagnostic self-assessment in Schools – 2004/5 • Review use of applications – January 2005	£5,000
Development of a web based information skills package for arts students	Paragraph 36	• Review the usage of the diagnostic self-assessment application in Schools - 2005 • Modify the application as required - 2005 • Extend usage to other disciplines- -2005	£10,000
Pilot the use of wireless networks	Paragraph 40	• Continue to support the wireless network – 2004/5 • Review the pilot scheme - 2005 • Disseminate the results of this pilot -2005	£2,500
Create video-based learning materials	Paragraph 41	• Continue to support this activity – 2004/5 • Review the usage of video-based learning materials – 2004/5 • Hold workshops to promote usage by showing materials that have been developed - 2005	£15,000
Continue to promote excellence in teaching by promotion and sponsorship of staff development activities	Paragraph 32	• Resource activities identified in the Staff Development Strategy • Run ILT accredited course in Life Long Learning (FCE)	£10,000
Expand range of activities supported from the College Development Fund by increasing available development funding for L&T projects from HEFCE TQEF grant stream.			Net contribution of £47,625 to items
Widening Participation Continued development of study skills and student support. Improve the retention and progression of part-time students in London	Paragraphs 16, 17, 19	• Develop provision to fill gaps identified in the review – 2004/5 • Implement measures to improve retention/progression – 2004/5 • Publicise progression routes both within Birkbeck and between partner institutions and Birkbeck. – April 2004	
Curriculum Development	Paragraphs 19, 26, 28,		

Further development of CIT based learning Identify new areas for long-term growth in student numbers	39	• 75% or courses to contain an element of CIT by 2005 • Implement plans for long-term growth which are based on and responsive to student demand and employment skills gaps (dependant on obtaining ASNs and estates funding) – 2004/5	
Enhance student Learning Improve support and training for graduates	Paragraph 28	• Monitor the provision of support by the new Graduate Schools – 2004/5 • Review research training provision across the College- 2005	
Spread best practice and facilitate integration and harmonisation Strengthen relationships with partner organisations	Paragraph 31	• Continue to support the integration between FCE and FAS –2004/5 • Work with partner organisation to reduce barriers to education – 2004/5 • Develop a partnership approach to life-long learning where students move between the partner organisations to gain the skills/education they require enabling them to benefit from the teaching/research expertise of each partner institution - 2004/5	
			<u>Total HEFCE funding for:</u> <u>2004/5</u> **£105,125**