

# Changing the learning landscape.

Connect to the future



“

---

The HEFCE-funded Changing the Learning Landscape (CLL) project, 2012-2014, is an initiative that several respondents mentioned, always positively. We do note it as an implementation model that has been well received, largely because of its successful collaborative nature and clear goal-directed management. It could be seen as a model of success: this was certainly the view of many respondents.

”

---

Extract from the report by Trowler, Ashwin and Saunders, The role of HEFCE in teaching and learning enhancement: a review of evaluative evidence. (Higher Education Academy, July 2014)

# Contents

|           |   |           |
|-----------|---|-----------|
|           | <b>Foreword</b>   | <b>04</b> |
| <b>01</b> | <b>Introduction</b>   | <b>05</b> |
| <b>02</b> | <b>Background to Changing the Learning Landscape</b>                  | <b>06</b> |
|           | Year one programme strands  | 06        |
|           | The Strategic Change Programme  | 06        |
|           | Consultancy   | 06        |
|           | Continuing Professional Development                                   | 06        |
|           | Year two programmes   | 07        |
|           | Strategic conversations   | 07        |
|           | Tailored support  | 07        |
| <b>03</b> | <b>What difference has CLL made?</b>                                  | <b>08</b> |
|           | Working in partnership: a new model for facilitating strategic change | 08        |
|           | Strategic conversations   | 08        |
|           | Consultancy   | 10        |
| <b>04</b> | <b>Creating an environment for change</b>                             | <b>11</b> |
|           | A clear strategic vision: 'what success looks like'                   | 11        |
|           | Leadership  | 11        |
|           | Staff confidence  | 11        |
|           | Student confidence  | 11        |
|           | Robust infrastructure   | 11        |
| <b>05</b> | <b>Outcomes and impact</b>  | <b>12</b> |
|           | Impact on the institution   | 12        |
|           | Impact on the student experience                                      | 13        |
|           | Impact on staff   | 14        |
| <b>06</b> | <b>What does success look like?</b>                                   | <b>15</b> |
|           | What success looks like for institutions                              | 15        |
|           | What success looks like for staff                                     | 15        |
|           | What success looks like for students                                  | 16        |
|           | What success looks like for learning                                  | 16        |
| <b>07</b> | <b>Institutional stories</b>  | <b>17</b> |
|           | University of Hull  | 17        |
|           | Sheffield Hallam University   | 18        |
|           | Blackburn College   | 18        |
|           | Leeds Metropolitan University   | 19        |
|           | Writtle College   | 19        |
| <b>08</b> | <b>Institutional case studies by CLL themes</b>                       | <b>20</b> |
| <b>09</b> | <b>Learning from CLL</b>  | <b>24</b> |
|           | Principles for institutions implementing TEL                          | 24        |
|           | Principles for HEFCE for change initiatives                           | 25        |
|           | <b>Biography</b>  | <b>26</b> |
|           | <b>References</b>   | <b>27</b> |
|           | <b>Higher Education Institutions</b>                                  | <b>28</b> |
|           | <b>Connecting with Partners</b>                                       | <b>30</b> |

# Foreword

**By Professor Paul Gentle on behalf of the partners in the project and Professor Gill Nicholls, Vice President and Deputy Vice Chancellor Academic Affairs, University of Surrey and chair of the Changing the Learning Landscape steering committee.**

This report details a remarkable HEFCE-funded project, Changing the Learning Landscape (CLL), which set out to change higher education institutions' strategic approaches to technology in learning and teaching.

The story began in April 2012 when HEFCE invited the Leadership Foundation to lead a partnership of sector agencies - the Association for Learning Technology, Higher Education Academy, Jisc, and the National Union of Students - in a two-year programme enabling higher education institutions in England to embed technology enhanced learning (TEL) in a broader learning and teaching landscape in order to enrich the student learning experience. Its aims were to enhance: students' learning and life prospects; institutional and systemic practice; and collaboration and partnership across and between universities and colleges through more effective use of TEL. HEFCE recognised that this switch from technological investment to a programme that concentrates on hearts and minds, together with strategic leadership, called for an innovative approach to programme management and partnership. As a result, CLL is the first initiative in which the five organisations, which represent different interest groups across the higher education sector, have come together with a common purpose. This model of partnership working was groundbreaking as it pooled and shared each of our organisations' specific areas of expertise, influence and range of contacts. It enabled CLL to match its provision to university structures and provide support to all levels in institutions. This is crucial in realising complex strategic change, since the challenges faced by higher education providers involve key players who are dispersed widely within institutions.

As this report outlines, CLL has made two other significant and transferable contributions to the way in which initiatives for change can be managed in higher education institutions: it developed a Strategic Conversation approach to institutional engagement and it used a potentially powerful "critical friend" approach to supporting and facilitating institutional change.

The success of the approach is outlined in this report and demonstrated in five striking institutional stories that show how TEL projects have been realised in different types of university and college. It is also highlighted in many of the quotes that feature throughout: "the CLL team have been a 'lighthouse': alerting us to risks, illuminating where to go; guiding but not intrusive". It is exciting that, as some institutions' plans for embedding impact have timescales which run up to 2016 or 2017, we will continue to see the results of this programme for a few years to come.

In addition, CLL leaves an important legacy. It includes a Leading in the Learning Landscape Network which brings together senior institutional leaders each term to share experience and learning. There is a CLL dissemination website ([www.lfhe.ac.uk/clldissemination](http://www.lfhe.ac.uk/clldissemination)) that not only showcases all the key elements of CLL, it also provides the opportunity for those involved in TEL projects from across the UK to continue to guide and support one another in an online community. Finally, the legacy of two years of partnership working between the different organisations participating in CLL has built capability, both collectively and in individual organisations, and has led to other joint initiatives between the different organisations.

We believe that CLL was a successful programme due to a number of factors which HEFCE made possible. It laid the foundations for a strong partnership with a clear sense of direction. It gave the freedom to establish an operating culture which emphasised collaboration and shared learning rather than competition. And it promoted an approach that allowed for learning and flexibility. On behalf of all the partners I would like to thank HEFCE for its vision in investing in this programme. ■

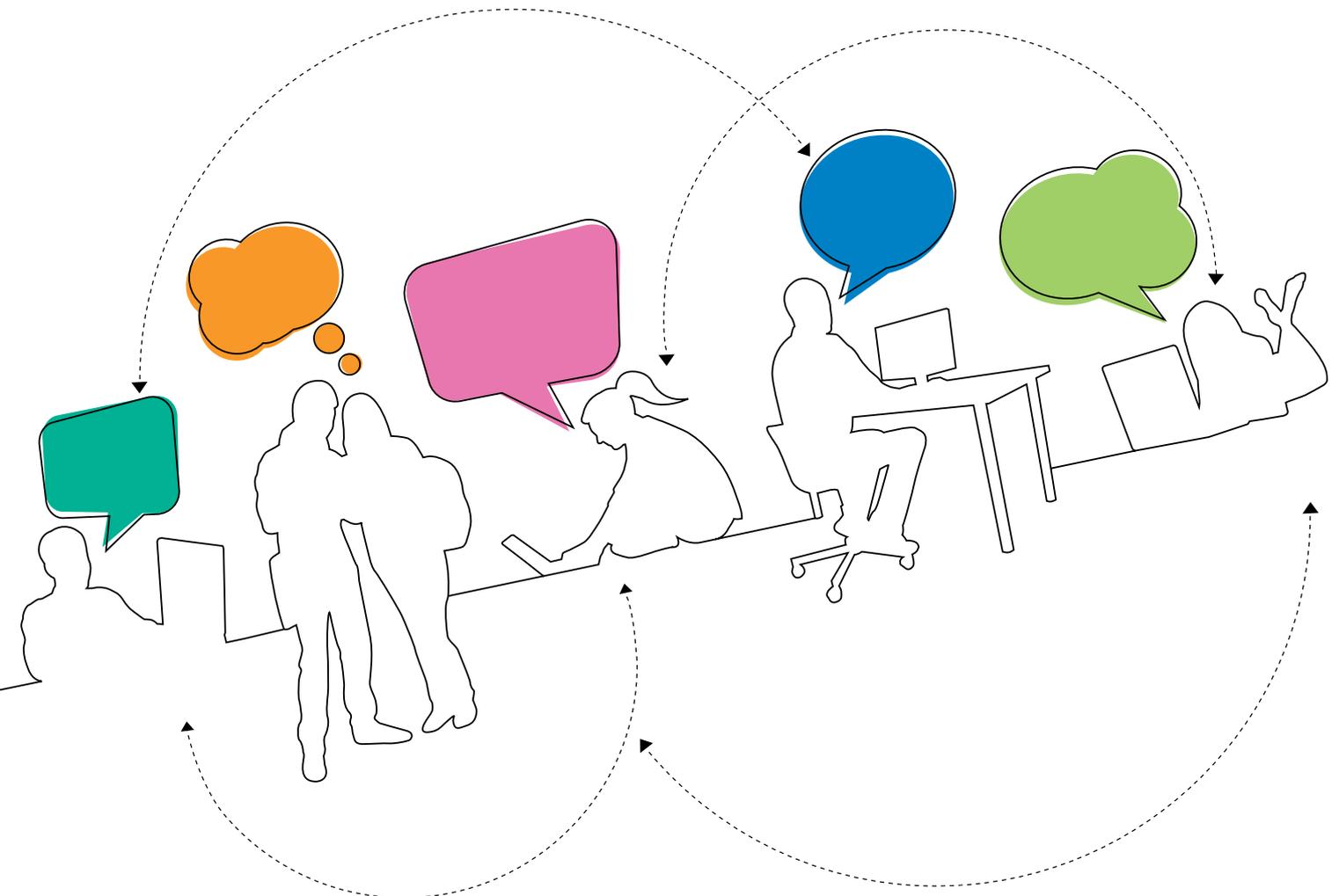
**Professor Paul Gentle**  
Director of Programmes  
Leadership Foundation for  
Higher Education

**Professor Gill Nicholls**  
Vice President and Deputy Vice  
Chancellor Academic Affairs,  
University of Surrey

# 01 Introduction

The final evaluative report on the HEFCE-funded Changing the Learning Landscape (CLL) examines the impact the initiative has had on the implementation of Technology Enhanced Learning (TEL) in English higher education institutions. It is based on an analysis of institutional stories<sup>1</sup>, consultants' reports, Strategic Conversation reports and interviews with CLL project leaders and is illustrated with quotations from these sources. It sets out the background to the two years of CLL, its organisation

and delivery models, followed by discussion of the impact of the initiative as a whole on higher education in England and what has happened within individual institutions, including five institutional stories selected to show how TEL projects have been realised in different types of university and college. The report concludes with a summary of learning points for the higher education sector and for institutions. ■



# 02 Background to Changing the Learning Landscape

---

CLL was set up in September 2012 to enable higher education institutions in England, including colleges of further education providing higher education, to bring about change in their strategic approaches to technology in learning and teaching. Its aims were to enhance students' learning and life prospects, institutional and systemic practice, and collaboration and partnership across and between universities and colleges through more effective use of digital technologies. It has operated within a context of rapid change in higher education which is "being conditioned principally by i) the marketisation of higher education; ii) the emergence of students as consumers; iii) the potential of new digital technologies; and iv) the apparent potential for widening higher education at reduced unit costs"<sup>2</sup>

## Year one programme strands

In the first year, CLL was delivered through three strands: the Strategic Change Programme (SCP); Consultancy and Continuing Professional Development (CPD), which focused respectively on achieving strategic change and sustainable innovation through targeted projects; and a series of CPD workshops on TEL for academic practitioners led by the HEA.

CLL engaged with 145 English higher education institutions in year one who took part in one or more strands of the programme. Within this, total 23 took part in the Strategic Change Programme and 50 did a consultancy project. From the start, CLL's strategy was one of whole-institution engagement: "working with students as partners and participants, with academic and learning support staff and with institutional leaders of teaching and learning who can act as champions for change"<sup>3</sup>

## The Strategic Change Programme

The SCP brought together the people responsible for the strategic leadership of teaching to develop their skills in managing change in a digital environment. They were supported by a second element called Strategic Implementation Projects (SIP) in which they worked with staff and students to bring about – or at least initiate – the development of new strategies for TEL, including alternative VLE solutions (and alternative solutions to VLEs), implementing Bring Your Own Devices and developing mobile learning. Those on the SCP identified a range of benefits from their participation: they valued

the opportunity to share common experiences and challenges, to see examples of cutting edge technology in practice and, in particular, the access to a "safe space" where they could think and debate. For some, the SCP has changed the way in which they think about TEL and how it is implemented in their institutions. Practical examples of this include redesigning buildings to enable different approaches to learning and teaching, restructuring teams to break down artificial barriers and rethinking change processes.

## Consultancy

In the second strand, institutions were invited to bid for six days of consultancy support to help them implement TEL projects. Some 50 projects, identified through two separate calls, were supported, the majority of which focused on various aspects of e-assessment and digital literacy. The contributions made by the consultants were greatly valued and there was good evidence from many projects that their involvement had a positive impact through providing validation for the project activities and acting as a catalyst for change.

## Continuing Professional Development

The third strand addressed the professional development needs of academic and support staff. It consisted of a series of discipline-led events, focused on practical applications of digital technology (and particularly on the use of social media and mobile devices) to enhance student learning. One set of events was targeted at those working in four discipline groups: STEM, social sciences, medicine and health, and arts and humanities, while the other was for staff from educational development and learning technology. Feedback from these events provided numerous examples of immediate and planned change to participants' use of TEL, especially in the use of social media and mobile technology to promote collaborative learning.

It was notable that many of those attending the discipline events described themselves as new to TEL and that their responses to their experiences were highly enthusiastic. Feedback from participants in CLL year one was overwhelmingly positive (demonstrated by the fact that 58 institutions continued to engage in year two) and indicated that individual members of staff were changing the way they engage with and use digital technology.

149

Providers engaged  
in year one or  
year two

58

Providers engaged  
in both year one  
**and** year two

18

Non-engaged HEIs  
(year one and  
year two)

## Year two programmes

CLL year one was an overall success despite a number of logistical challenges in delivering the programme, particularly in terms of timing and in organising the two-stage project strand. Institutions can find it difficult to respond quickly to initiatives such as CLL due to the lead times they require to integrate change into their planning cycles.

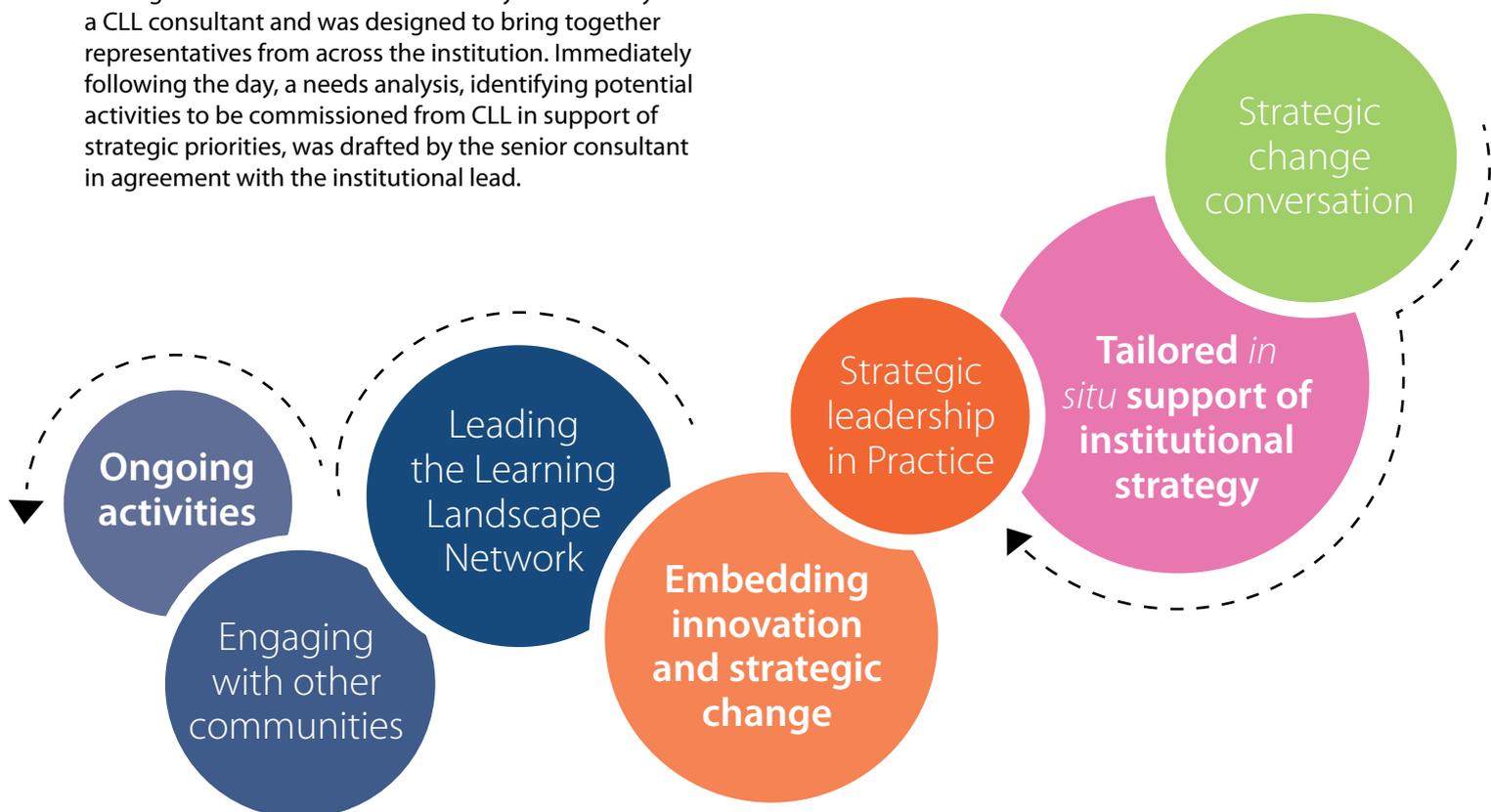
As a result of the experience of year one, CLL year two was restructured, simplified and given an increased focus on the impact of online learning on institutions' learning and teaching strategies.

## Strategic conversations

The revised approach removed the requirement to bid for project funding and introduced a Strategic Conversation with each participating institution. The Strategic Conversation was a whole day event led by a CLL consultant and was designed to bring together representatives from across the institution. Immediately following the day, a needs analysis, identifying potential activities to be commissioned from CLL in support of strategic priorities, was drafted by the senior consultant in agreement with the institutional lead.

## Tailored support

The year two offer was for "tailored in situ consultancy support" and the Strategic Leadership in Practice programme (a programme designed to build the capacity of leaders and team members who are planning and implementing technology-based learning in their institutions). The offer of a second strategic conversation at the end of the year was also welcomed by the majority of participants as an opportunity for reflection and a forum to shape future plans. These HEFCE-funded activities were complemented by a Leading in the Learning Landscape Network (organised by the Leadership Foundation) for all CLL participants and a series of TEL workshops organised by the HEA. ■



# 03 What difference has CLL made?

## CLL has made three significant contributions to the way initiatives for change are managed:

- A groundbreaking model of partnership working.
- The development of the Strategic Conversation approach to institutional engagement.
- A “critical friend” approach to supporting and facilitating institutional change.

## Working in partnership: a new model for facilitating strategic change

CLL was managed by the Leadership Foundation for Higher Education through a programme board composed of representatives from the Association for Learning Technology (ALT), the Higher Education Academy (HEA), Jisc, the National Union of Students (NUS), together with the external evaluator who took a participant/observer role. The programme board reported to a steering group representing HEFCE, its Teaching, Quality and the Student Experience (TQSE) Committee, the Quality Assurance Agency for Higher Education and the Tribal Group. The steering group was chaired by Professor Gill Nicholls, deputy vice-chancellor, University of Surrey.

CLL is the first initiative in which the five organisations, which represent different interest groups across the higher education sector, have come together with a common purpose. TEL has proved to be a unifying theme in which all the partners have a significant interest, which complements their individual missions but is “owned” by no single organisation. CLL’s overall effectiveness was underpinned by the development of good personal relationships between the representatives of the partners and the recognition and acknowledgement of potential areas of competition; both of which were essential in establishing trust between members of the CLL programme board. This model of partnership working has brought considerable value to CLL, derived from pooling and sharing each organisation’s specific areas of expertise, of influence and their range of contacts. In particular, the inclusion of the NUS as an equal partner in the programme has been critical to its success and demonstrates the importance of the student contribution to shaping, and often instigating, activity at institutional and project levels.

It is the development of individual relationships between the partner representatives, effective leadership and team working and a joint commitment to the aims of the project that have enabled CLL to make such progress. All the partners acknowledge the added value that working together has brought to their individual organisations and, as a result, are planning to continue collaborative activity in the future.

The success of CLL’s partnership model has been recognised in a recent report: “The HEFCE-funded Changing the Learning Landscape (CLL) project, 2012-2014, is an initiative that several respondents mentioned, always positively... we do note it as an implementation model that has been well received, largely because of its successful collaborative nature and clear goal-directed management. It could be seen as a model of success: this was certainly the view of many respondents”.<sup>4</sup>

## Strategic conversations

The Strategic Conversation was central to the vision for CLL in 2013/14 as a new process designed to achieve deep and wide-ranging institutional engagement through an open ended conversation led by an experienced facilitator from the CLL partner organisations. “A full day will be allocated to this conversation, and institutions will be expected to host the day, planning for the senior consultant to meet with the senior institutional lead on learning and teaching, and teams of staff and students who will seek during the course of the year to engage with the programme”.<sup>5</sup>

The majority of those taking part found the Strategic Conversations extremely useful and effective in both providing status and credibility for TEL and in bringing together staff who would not normally engage with each other. One participant said: “Without CLL we would have missed out on thinking about the complexity of technology/pedagogy links, the importance of student engagement and the need to focus on achievable goals.” Some 55 Strategic Conversations took place during the period from October 2013–February 2014 and analysis of the consultants’ feedback reports reveals considerable enthusiasm for the approach which generated new thinking in many institutions by bringing together all the interested parties and stakeholders in TEL.

<sup>4</sup> CLL final submission (2013) <sup>5</sup> Trowler, Ashwin and Saunders, The role of HEFCE in teaching and learning enhancement a review of evaluative evidence, Higher Education Academy, July 2014. [www.heacademy.ac.uk/node/11018](http://www.heacademy.ac.uk/node/11018)

It is worth noting that the Strategic Conversation was seen as a mechanism to kickstart existing plans by all the interviewees, including those who had not taken part in the first year of CLL. Some found the day useful in refining or reshaping those plans: for example, the development of an integrated Blended Learning Strategy rather than separate e-learning and Learning and Teaching Strategies; the creative use of e-submission to develop “immediate tutorials” for students. Other planned outcomes are the development of a definition of learner entitlement to TEL, a strategy for mobile technology, a scoping exercise to establish a baseline for future development and the integration of currently separate support units to deliver more effective services. Not all the outcomes are so practical: one interviewee discovered from conversations during the day that his team was seen by academic staff as “techies - and not the go to team for pedagogic advice” - an attitude that he would be hoping to turn around. For another, the major realisation of the day was that the key to enhancing TEL was “getting inside the curriculum” - making blended learning and the affordances of mobile technology central to subject content, learning outcomes and assessment processes.

The Strategic Conversations have enabled institutions to define and progress their aspirations for TEL but have also provided them with a new way of working which breaks down the complex structures of committees and regulatory bodies that can militate against wide-ranging developments. For example, Sheffield Hallam University has continued to use the conversation process with students and faculty groups “to identify specific areas to address in the new implementation plan for learning and teaching for the new university strategy”.

Student participation in the conversation was seen as essential to the model, although for a number of institutions it proved a challenge. The NUS offered a series of workshops to give students the tools and skills to fully engage with the change programme and give them space to share their views before joining in a wider discussion. There were certainly examples of students playing a full and active role in CLL, although in other institutions their capacity to contribute fully was limited.

The reasons for this are complex, including the existing priorities of local student unions, the skills of their officers, a lack of institutional structures for engaging with students and, above all, institutional cultures and the way students are perceived. Indeed for one institution the ability of students to act as “levers for change” came as a revelation.

Without this added support, progress on creating this resource would have been slow and would not have developed and come as far as it has.



## Consultancy

During both years of the programme, CLL has provided institutions with external consultants to help them further their TEL projects and, in year two, to facilitate the Strategic Conversations.

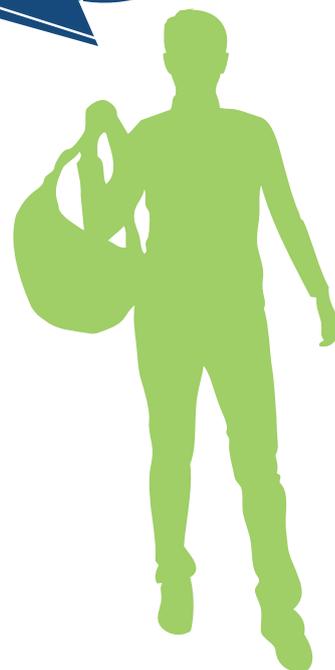
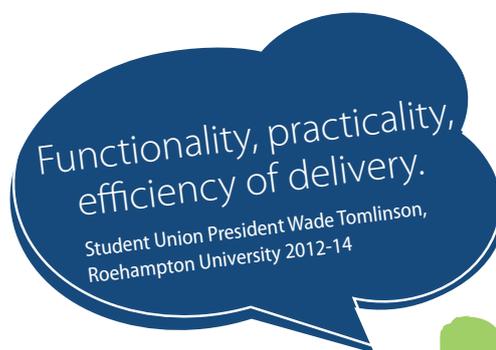
This approach was highly valued, as demonstrated by the following comments. The external perspective “enabled effective challenge and dialogue which validated our approach to change” and “the support of the CLL initiative can provide a valuable, external driver for the focus of institutional attention”. The authority of an external voice was credited with helping one institution “put back TEL at strategic level”. Among the practical benefits of consultancy support was the discipline it provided: “[It] focused, crystallised commitment. Gave momentum. Plan created structure” and “benefits of CLL: coping with change so finding time to think and write difficult. Regular meetings with consultants provided a mirror”.

There were particular benefits from the CLL consultancy to smaller institutions, both small universities and colleges providing higher education in further education, where there were often very small teams and an underdeveloped infrastructure. For these participants the expertise of the consultants and their knowledge of the wider context of TEL were especially useful: “our external consultant has brought expertise and knowledge of what’s happening elsewhere, eg use of SMS to alert students to room changes and other news” and “the CLL team have been a ‘lighthouse’: alerting us to risks, illuminating where to go; guiding but not intrusive”.

A very small number of institutions had a less positive experience of their consultancy support (and vice versa). This was described by two institutions as being due to “a mismatch between the consultant’s skills and our project aims”, while in two further institutions their consultants attributed their lack of progress to a lack of strategic leadership in the institution and poorly defined or unrealistic project goals. An additional reason may also have been the distinctive nature of the support provided by CLL which, particularly in year two, moved from a conventional consultancy model to one more focused on the development of collaborative coaching and mentoring relationships: “I also appreciated the coaching type conversations with the consultants which gave me a lot of confidence in a field which is characterised by straddling many fast moving areas of expertise”.

This is not a typical project management consultancy approach and one consultant found that “the expectation of a key [institutional] player, familiar with a different model of consultancy practice, was that the most appropriate outcome would be a report.” Whereas, “from the consultant’s perspective, the expectation was that there would be a tangible and practical outcome”. Fortunately the outcome was eventually positive, with a creative way forward being found.

The quality of the CLL consultant-client relationship was highly valued by most project leaders who feel that, by working in partnership, they have achieved more than would otherwise have been possible: “Without this added support, progress on creating this resource would have been slow and would not have developed and come as far as it has”. However, in any future initiatives it would be useful to recast “consultancy” in terms which better reflect the actual provision. What has emerged from CLL is a potentially powerful “critical friend” model of support which would be worth further investigation and explicit definition to enable it to be applied in future change initiatives, whether sector wide or within institutions. ■



# 04 Creating an environment for change

---

CLL participating institutions report considerable success in moving towards the effective implementation of TEL. All describe a mix of achievements and challenges and from these accounts it is possible to identify a set of pre-conditions that need to be in place before strategic change can take place. This list of “what needs to go right” is based on a consistent set of responses across all types of institution and all kinds of project.

## A clear strategic vision: ‘what success looks like’

Successful TEL implementation requires a shared vision of what the future of learning and teaching looks like that is developed in partnership with all members of the institution, not only to ensure that the practical as well as the philosophical issues can be properly thought through, but also to ensure that the vision is appropriate to the institution concerned. The need for strategies and TEL interventions to be context specific, reflecting institutional and discipline cultures and the “offer” and character of a university or college is a constant theme in interviews and reports. Many institutions talk about developing of communities of practice (involving staff and students) and this is achieved most effectively through the process of developing a shared vision. Several projects, for example those at Liverpool Hope and Sheffield Hallam Universities, are shaping their vision through “whole-university” and faculty conversations.

## Leadership

Successful implementation of a strategic vision for TEL requires leadership at a senior level by someone with the power not only to set priorities and allocate resources but also to provide inspiration and encouragement. Such leadership enables a holistic view to be taken, can make links between pockets of excellence, “develop policy structures that enable the agile delivery of TEL” and is characteristically “collaborative, joined up, coordinated”. Participants also stressed the vital role of senior management in ensuring governing bodies’ understanding of new models of pedagogy and student support. “Agility and flexibility” are identified as essential in the fast moving culture of new technology and “new governance models for decision-making” were another enabling factor for TEL.

## Staff confidence

Perhaps the most frequently cited obstacle to pedagogic and technological change is the lack of capability and understanding among teaching staff. It is evident that any change initiative must address this as a priority. Involving staff in the collaborative development of an overall vision is a useful starting point but equally important is the identification of strategies for improving their confidence and competence in the implementation of TEL, including continuing professional development (CPD) in both underpinning pedagogy and the use of a range of technologies. A number of institutions are also explicitly aligning their CPD with the UK Professional Standards Framework (UKPSF). Some respondents have also stressed the importance of ensuring the confidence and understanding of senior managers and governors in the application and implications of implementing TEL, which can be crucial to their ability to make appropriate decisions about risk management and financial allocation.

## Student confidence

Students may also lack confidence and competence in the use of technology for learning, or may not have access to appropriate personal learning technology. It is essential that institutions develop strategies to address these issues including embedded approaches to digital literacy.

These need to link teachers, librarians and technology support teams together with schemes to provide students with access to essential equipment. Institutional systems and structures for partnership models of engagement enable a wide range of students to contribute to decision-making and are likely to improve their experience of higher education.

## Robust infrastructure

A joined-up approach to learning and teaching management and practice which matches management systems, technology infrastructure, administrative support and space design / allocation to the needs of TEL is another fundamental precondition. One respondent describes this as an “enabling infrastructure of systems, processes, data and people” which covers such things as workload allocation models, regulatory frameworks and approaches to risk. The inclusion of IT, estates and facilities teams in their planning processes has been significant for a number of institutions in ensuring the smooth implementation of TEL. ■

---

# 05 Outcomes and impact

---

## Impact on the institution

The main impact of CLL on the participating institutions appears to be as an enabler of change. All participants say that they expect positive outcomes in terms of greater student engagement (leading to improvements in retention and success), enhanced staff capability in relation to TEL (and associated reward and recognition processes) and more effective and appropriate infrastructure (tools and technologies, estates and systems). Many reports and interviews talk about “transformation”: institutions hope that through “the creation of a celebratory environment around TEL” they will transform the experience of their learners.

Several participating universities (such as Hull, Northumbria, Bradford and Southampton) were already implementing wide-ranging strategic change relating to learning, teaching, assessment, employability, curricula and online development and have been able to use the CLL support to make more rapid and informed progress: “We are a lot further ahead than we were a year ago, with a greatly reduced sense of institutional anxiety about this area of development”.

Other institutions have used CLL as a catalyst for change or as a starting point for new developments which might not otherwise have happened, for example Writtle, Sheffield Hallam University and Bishop Grosseteste.

What emerges from the institutional stories and consultant reports is a picture of widespread innovation beginning to happen. TEL is providing a way of addressing much broader and deeper changes in pedagogy, curriculum, physical infrastructure and, in some cases, what it actually means to be a student or teacher in a digital environment.

Institutional impact is difficult to define and assess, but most CLL projects are designed to play a part in achieving strategic aims and KPIs. These include “to grow student numbers through online teaching (home and international)”, “to become the leader in the field of TEL”, “to increase commercial opportunities [through online learning]”, to become “digitally enabled in everything we do”. Practical responses to these challenges include infrastructure projects such as a move to a “resilient cloud hosted VLE and e-portfolio system” and the development

of “holistic and coherent organisational systems”. Bucks New University’s report describes: “An example of TEL underpinning existing institutional goals and impacting on all students and staff [which] is the identification of resource for purchasing and supporting tablets for staff who mark, to facilitate rapid electronic marking of student work (online and offline).”

Perhaps the most significant impact of the CLL projects is the realisation that implementing TEL cannot happen in isolation and has implications for almost every part of the institution. Inconsistent decision-making structures, lack of joined-up processes and unclear responsibilities are all exposed by cross-institutional initiatives. Several participants identify the need for “a coherent structure for consultation and decision-making on distance learning and TEL” and “coherent institutional policy and guidelines”. There has been a realisation that “whole university approaches” need to involve everyone, not forgetting external examiners and members of the governing body. Solutions include “giving the e-learning group a strategic role”, “creating a management structure for TEL to be led by the DVC” and providing “ring-fenced additional resources to progress the [TEL] strategy”.

Several institutions identify that inflexible staff workload allocation models can be a barrier to more flexible, blended delivery, as noted in the comment: “Blended learning - not moving on this as workload calculations are based on room bookings.” The need to address how time is allocated to online teaching and the importance of recognising staff’s concerns is a priority: “We need to break down staff fears about distance learning and recognise the sensitivity of introducing a revised workload allocation model.”

There is also a growing awareness of the potential impact of TEL on the design and provision of teaching spaces, with institutions starting to “explore the relation of virtual and physical space” and asking “what do digital learning and collaborative spaces look like?”

These examples show how engagement with CLL has stimulated institutions to develop their strategic thinking around the implementation of TEL and this is, in itself, a significant impact, summed up in this final quote: “[We see] impact through informing inter-related policies and

---

strategies which support enhancement of the student experience (including those relating to learning resources, ICT, learning and teaching space and environment)."

### Impact on the student experience

The CLL projects have tended to use this year to clarify what they want to achieve, which is the use of TEL in order to improve student satisfaction, success, retention and employability. TEL is seen as a means of supporting "more engaging teaching" and can motivate and empower students by providing opportunities for partnership working: "A move from consultation to partnership could be seen as a great opportunity to enhance the student learning experience". Other projects, such as that at St Mary's University, aim to build more robust information systems which map the student journey in order to identify critical points of engagement and improve retention and success.

Digital literacy, the ability of students to use online resources and technology and work effectively in a virtual environment, is one of the most widespread themes of CLL projects. Many projects incorporate a digital literacy dimension but at Nottingham Trent University (NTU) it is the main focus. Here, research was carried out to identify how students really get their information and support, as opposed to institutional assumptions about what happens. As a result, NTU is developing a "socialised" model which creates "awareness, signposting and consistent joined-up support" across a range of separate professional services. Their research data "enables a convincing argument to be made for change. In particular it emphasised the importance of informal networks and contacts for accessing support – harnessing the knowledge and enthusiasm of unofficial 'experts', in contrast to perhaps a more conventional approach that might seek to enhance existing formal support routes". This project will result in an evidence-informed approach to the reorganisation of library, IT and learning technology services.

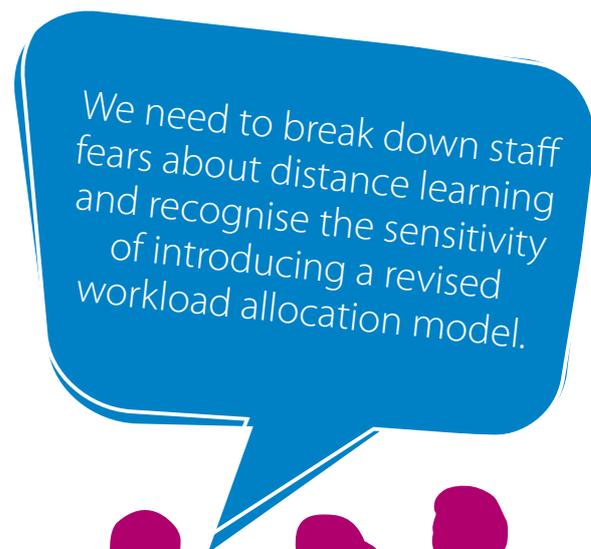
Northumbria University is a good example of where CLL is supporting the implementation of a university-wide strategy to enhance the student experience, Vision 2025.

"A joined-up approach to ESAF" (Electronic Submission and Feedback) is one of a wide range of linked initiatives. To date they have delivered 19 pilots in electronic submission, assessment and feedback and have agreed a set of principles and philosophy of TEL.

Northumbria has identified a set of impact measures to be achieved over the next few years, these are:

- A clearly established, "one university" sense of distinctiveness in the Northumbria student learning experience, leading to sustainable recruitment patterns.
- A range of technologies in place which are fit for purpose, supporting the pedagogic principles of the Northumbria student learning experience.
- Alignment with validation processes, meaning that new programmes approved embed appropriate use of technology.
- Levels of engagement of students and of academic staff which support the creation and maintenance of communities of practice within and across disciplines.

These show a university taking a joined-up strategic approach to TEL implementation with high level (PVC) leadership.



## Impact on staff

Institutional feedback shows how staff are changing their practice, supported by projects designed to improve access to tools, raise levels of confidence in TEL and introduce new approaches to teaching and learning support. In the longer term, institutions also want to increase job satisfaction and raise the status of teaching. Project aims such as “transform teaching practice”, “develop responsive provision” and “create engaged communities of learning” have been translated into practical strategies for CPD in pedagogies and digital literacy. Worcester University’s approach to supporting teaching and learning support staff in the use of learning technologies and social media includes “building capabilities into our teaching excellence framework aligned with the UKPSF”, awareness raising through “share and inspire” workshops, highlighting TEL in course documents and the introduction of minimum standards for staff engagement with technology.

The importance of ensuring that changes to TEL approaches are underpinned by the provision of robust technical infrastructure and appropriate tools and physical spaces is stressed by many participants but, for many institutions, successful change means addressing hearts and minds even more than providing access to resources and training. One PVC speaks of the need to create a culture of learning and teaching which gives staff “permission to innovate”. The universities of West London, Worcester and Ravensbourne emphasise the importance of recognising different discipline cultures and the way they affect the introduction of TEL. Challenging the norms of current learning practice, perceived as “just what they do”, and the need for myth-busting staff’s assumptions around conventional discipline pedagogy were a focus for a workshop at Ravensbourne “exploring how their current practice could be developed by discovering how their students actually engage with learning, technology and each other”. This preparatory work should pay dividends in changing attitudes and behaviours and creating an environment where innovation becomes the norm.

The role of learning support staff is becoming better defined and increasingly prominent in CLL projects. Nottingham Trent University is re-organising its provision and other institutions are similarly changing the role of their central support units: “Moving from a ‘go to’ support to a forward scanning expertise”. Libraries are shifting their priorities and one of the consultants’ reports describes a “change from desk-based ‘lean forward’ to a more casual (mobile) lean-back environment”. Three institutions have been able to make a case through their CLL work for new posts to support the development of TEL: for example “we have made appointments of one content developer and four student TEL ambassadors”.

Many individual participants are positive about the impact CLL projects have had on their own practice and at least one CLL project leader has been awarded a National Teaching Fellowship for his work on TEL. For one recently appointed senior manager, “it reassured me that my approach was appropriate, in terms of my understanding of the sector and the competitive issues, technological innovations, pedagogy and institutional change management [...] The confidence my interactions with the consultants gave me led to my accepting several external invitations to speak about change management [and] leadership of technology enhanced learning”. For other project leaders the impact has been more practical:

“[I’m] now using Evernote and e-portfolios to gather material for course review and support reflective practice” and “[we have] introduced online collaborative processes to develop strategy”. There are also early indications that technology is changing the way in which some staff are working: “Staff have increased interaction with students as they are freed to move into alternative spaces from desks and offices by mobile access to email, paperwork and networked printing.”

There are signs that institutions are starting to see TEL as a catalyst for significant changes to the higher education experience. One consultant sets out a convincing long-term vision for the future, in which there is “shift of emphasis from educational artefacts to educational experiences... and the lecturer becomes the curator of learning experiences gathered from across the web”. None of CLL’s participating institutions have reached this point but the fact that for many it would now be an acceptable and realistic aspiration should be encouraging. ■

# 06 What does success look like?

Many institutions are aiming to use TEL to increase student satisfaction and success, as measured through data such as National Student Survey (NSS) scores and employment statistics. CLL participants have identified a range of actions and outcomes which they believe could characterise success – for institutions, staff and students – in the context of TEL. These examples of visions of success are not comprehensive but, taken as a whole, represent a future where TEL is embedded into institutional structures and a culture of innovation is developing.

## What success looks like for institutions

- New delivery models incorporate blended learning approaches which enable lecturers to spend more time with individual students.
- Workload models are in place which support blended and online forms of teaching.
- Digital technologies are intrinsic to the mission of the institution and are recognised and managed as a strategic priority.
- Student numbers increase thanks to the development of online programmes.
- There are significant changes in the type and use of learning spaces with the provision of more informal, networked space.
- Institutions increase investment in wifi and 4G coverage.
- Administrative and system changes are brought about by institution-wide e-submission and feedback.
- Strategic decisions, including those relating to risk management and finance allocation, are fully informed by governors' and senior managers' understanding of the digital environment.

## What might indicate success?

- 20% of all students at the university studying all or part of their courses online or by distance learning.
- Improved resources utilisation.
- E-submission leads to reduced administrative time spent on manual submission and feedback processes.
- Moocs: numbers enrolled, impact on university reputation (media coverage, enquiries, applications and conversion to full-time student places), changes to pedagogic practice arising from staff engagement in Mooc development.

- % of assignments using e-submission and feedback.
- Faster response times for student feedback.

## What success looks like for staff

- Staff confidently integrate technology into their teaching.
- Staff have access to case studies of what works in TEL.
- Staff meet minimum standards of digital literacy and use of technology.
- Staff gain confidence in TEL through CPD aligned with the UKPSF.
- Staff have increased interaction with students as they are freed to move into alternative spaces from desks and offices by mobile access to email, paperwork and networked printing.
- Practice is informed through online collaboration in communities of practice around teaching and learning and action research facilitated by e-learning.
- Staff are skilled in designing for learning online through an increased understanding of the underlying pedagogy of TEL.

You get the chance to actually understand the feedback you get. No more impossible feedback.



### What success looks like for students

- Students are confident in their use of technology for learning and for engaging with the university.
- Student champions support their peers in the use of TEL.
- Digital literacy development is embedded in learning and teaching.
- The student voice has greater primacy in shaping the student experience.
- Students have seamless online access to learning materials, administrative systems and personal development tools (this includes VLEs, lecture capture and e-portfolios).
- Staff use analytics to identify students in need of additional support and thus enhance retention, progression and achievement.
- Students have greater flexibility in modes of study, using technology to reduce dependency on face-to-face contact and enabling them to move easily between full-time and part-time during the course of a degree programme.

### What might indicate success?

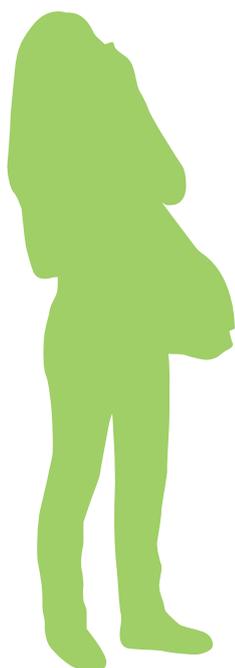
- Positive impact on recruitment, retention, student performance, quality measures.
- Long-term impact on grades, moving n students up from a third to a 2:2 or from a 2:2 to a 2:1.
- Rising metrics of student satisfaction, employability and other contributory factors to league tables.
- Reputational advantage gained through enhanced levels of attainment, progression and student satisfaction.

### What success looks like for learning

- Students are actively engaged and involved in the design of innovative learning programmes and assessment tasks.
- Students experiment to generate new ways of using TEL eg sports students film themselves using the gym, put the results on YouTube and analyse their performance.
- Electronic Submission and Feedback (ESAF) systems are in place, providing timely and effective personal feedback.
- Flipped and conversational classroom approaches are in common use.
- Students have access to real-time feedback in classrooms and real-time online collaboration (eg rapid response devices; Lync).
- All students have access to appropriate tools and technologies for learning through consistent institutional approaches to procurement, allocation and / or BYPD policies.

### What might indicate success?

- Positive changes in NSS scores for assessment and feedback and for course organisation.
- Internal programme evaluation data and indicators of the extent of student engagement in collaborative and social learning. ■



Handing in online is a great idea, it saves paper and money and is more efficient. And I think the times I have received online feedback through myzone has been really specific and it allows tutors to highlight certain sentences etc.

# 07 Institutional stories

---

The following five stories come from institutions which range in size from very large to very small, research led and teaching focused. They have been chosen to show how the CLL approach worked in very different environments and cultures to enhance the experience of students.



## Institutional strategic change

### Hull University: Curriculum 2016 Programme (C16)

Hull has used its engagement in CLL to support the Curriculum 2016 Programme, one of four major strategic initiatives being undertaken by the university. Its aim is to achieve “a radical step change in institutional use of learning technologies, enabling Hull to position itself distinctively at the leading edge of the sector in flexible programme delivery while maintaining the highest academic quality of research-led teaching.”

CLL's focus within C16 has been specifically on the development of the Virtual Campus: a web-based service which accommodates a more diverse student cohort, gives greater accessibility and services available around the clock. Through the Virtual Campus a student will be able to engage with the university throughout their learning experience, including pre-enrolment, induction, course engagement, off-campus TEL, graduation and outduction. The Virtual Campus aims to “embed technology within the way of working at the university”.

The move to TEL will not only contribute to greater flexibility in delivery but is also seen “as a means of pushing students harder, contributing to staff challenging and supporting students to shift to more active modes of learning”. Hull is addressing how staff will engage with TEL through the “building of digital literacy skills and embedding TEL, appropriately and effectively, into course design for the disciplines”.

For this university, the Virtual Campus project is the start of “an effective and sustainable approach to TEL that permeates throughout the University of Hull culture, policies and processes”. The impact of this ambitious change programme will be seen in “increased learner engagement, satisfaction, retention and success” and for staff, “increased engagement and innovation in TEL pedagogy, increased confidence in the use of technology and increased job satisfaction”.

---

## Strategic change in learning and teaching

### Sheffield Hallam University: creating a challenging and stimulating learning and teaching environment

Sheffield Hallam's aim during CLL has been to bring about more engaging approaches to teaching and to push learning and teaching up the university's strategic agenda. Rather than focusing on technologies, its approach has so far been on talking and persuading, bringing together a wide range of teaching staff, learning support staff, managers and students. At the end of two years, "the project has led to more joined up conversations between the faculties, departments and Quality Enhancement and Student Success. Previously we have had these conversations but not with as senior stakeholders". TEL appears to be being talked about in a different way in more recent months at Sheffield Hallam, and there also seems to be a wider appreciation of the opportunities and benefits to teaching and learning that engagement with TEL can bring. A significant outcome is that TEL is now being seriously considered at a strategic level.

One of the most useful, and successful, initiatives has been the scoping and development of the Sheffield Hallam "menu" of teaching approaches and the technologies that can support them. The menu is designed to encourage academics to consider the different teaching approaches that are possible, and the role of technology in delivering them. Following a series of workshops introducing the menu, a number of course teams and teaching groups have agreed to change their teaching practices to include different types of teaching. It is also being used in CPD workshops linked to recognition for HEA Fellowship to help identify what staff are already doing and what they may be able to do in the future, eg creating different environments (real or virtual). E-learning advisors have been trained to help support colleagues who want to try new learning technologies. There has been widespread interest in the menu from other CLL participants and it has real potential to have an impact on TEL implementation across the sector.



## Digital literacy and reflective practice

### Blackburn College: embedding technology into staff and student practice

Blackburn College is a large further education provider with a substantial higher education component and has been engaged in both years of CLL. They have used CLL consultancy to support the move from students "not only participating through physical attendance but to a learning presence through a well-considered blended learning environment". The CLL consultant worked with the college team to build staff confidence through a focus on reflective practice, covering: "The nature of reflective practice, how to work with students to develop their reflective practitioner skills, and how students could effectively record their (and staff's own) learning journeys." The use of TEL is thus located in a commonly understood approach across the institution.

Dedicated support for staff and students was identified as essential early in the project and the creation of a team of student DigiPals has been highly successful and effective in developing increased confidence in the use of technology.<sup>6</sup> This initiative will be enhanced next year through the availability of DigiPal scholarships of £1200 per participating student. They will receive training, including in widely used tools such as Prezi and One note, and will, among other things, work with staff to turn conventional teaching and learning materials into online resources. Blackburn sees the DigiPals as key to the creation of student learning communities and hope that they will go out to other universities and share practice: "competing and collaborating globally".

At the end of CLL two, college staff, the senior management team and governors are using iPads in their daily work and the college is starting to develop new approaches to teaching and administration. The college portal now shows a dashboard which tracks how the devices are being used, enabling the top 20 iPad users to be identified and supported to share their good practice. In order to sustain progress, Blackburn is bidding to the Association of Colleges for a staff development project for which part of the evidence base is a correlation of improvements in retention with use of iPads and Moodle. Next year they will look for any correlation with staff grades for teaching. The college aims to use this bid to help it create "self-initiating communities of practice" made up of confident users and which link staff, employers and students and improve the quality of teaching and learning.

<sup>6</sup> <https://vimeo.com/95159476>



## Empowering students and staff

### Leeds Metropolitan University: phase two tablet pilot

Leeds Met's TEL project to introduce tablet computers has evolved over the two years of CLL, originating in a student-led initiative. One of the main drivers for providing 400 first year undergraduates and their tutors with a standard tablet and set of software and apps was the realisation that many of the students from economically deprived backgrounds, who make up a large part of the university's population, could not afford the smart phones and other devices taken for granted by their better-off peers. Enabling access to technology for all was thus a fundamental principle underpinning the project. Leeds Met also discovered that the provision of a single device not only "brings equality to classroom" but also makes integrating TEL much easier for teachers, who can rely on everyone having the same tools and resources. Providing training and support is also simplified when there is a common device and a single interface. The outcome, as shown in preliminary results from the university's internal evaluation, is an increase in ratings of teacher confidence in using the technology (moving from a baseline of one to average scores of three and four out of five by the end of the academic year).

One aim of the project was to enable staff and students to experiment with the tablets and to see what changes in behaviour they brought about. Examples include students on work placement using tablets to write blogs on which staff can comment. Primary teaching students have set up groups in Google+ to maintain contact while out in school. Students are also using the devices in class, for example making comments on lecture notes in Google Docs and using Google forms to record live data (sports nutrition). Other sports students recorded their performances, uploaded them to YouTube and used this as a resource for analysis and comment.

There has also been a considerable impact on staff who are "thinking differently" and working in more flexible ways. Placement tutors use Google Hangouts instead of visits, guest lecturers can talk to students from their workplace and the use of Google communities enables alumni to connect with current students. Data also shows that staff are working more flexibly away from the university, whether at home or while travelling.

Overall this project has been "transformative". Introducing a standard technology platform and mobile devices for staff and students has shown how TEL can be integrated into a wide range of courses and feedback suggests that "students get more support". The project has also provided a focus for "conversations about learning" using a 4E framework: Enable, Enhance, Enrich, Empower. During the summer the university will consider whether to extend the pilot initiative to all first year students.



## Sustainable innovation

### Writtle College: a roadmap for technology in learning

Writtle College has also been involved in CLL since the start and is a small, specialist (land-based studies) higher education institution. Writtle has faced challenges related to its physical estate and to limited staff resources and while it had "pockets of inspired and innovative pedagogic use of digital technology" there were no clear mechanisms to sustain or disseminate it. Writtle's project was to develop a roadmap which would enable a more coherent approach to TEL. Working with their consultant they decided on a strategy of "small, low cost, low risk interventions" aimed at "building confidence, credibility and familiarity" in the staff and the senior management team. This softly, softly approach to development enables innovation to take place and opens up discussion about the links between technology and pedagogy and the conditions required for effective change to take place.

An exciting development at Writtle is a new blended learning foundation degree course in cycling performance for professional athletes and coaches. This is designed to be work based and will use students' own technology for mobile learning based on a range of apps widely used in professional sport. Students will track their learning using blogs - something they are already familiar with through raising sponsorship money. In keeping with the mobile ethos, all marketing is being done via social media. This course will become a model for blended learning throughout the college.

# 08 Institutional case studies by CLL themes

| Institution                    | Project   | Student Engagement | Strategic planning and Change | Digital Literacy |
|--------------------------------|---|--------------------|-------------------------------|------------------|
| Anglia Ruskin University       | Students as Digital Partners  |                    |                               |                  |
| Birkbeck, University of London | Framework for Flexible Blended Learning at Birkbeck   |                    |                               |                  |
| Bishop Grosseteste University  | Developing Digital Literacies Provision at BGU  |                    |                               |                  |
| Bishop Grosseteste University  | Paperless Processes for Partnership Placements  |                    |                               |                  |
| Blackburn College              | Culture Shift: Embedding technology in staff and student practice                                   |                    |                               |                  |
| Bournemouth University         | Embedding good practice in the use of VLE   |                    |                               |                  |
| Bradford College               | Pedagogy applied to a new build   |                    |                               |                  |
| Buckinghamshire New University | Developing a technology enhanced learning strategy  |                    |                               |                  |
| College of Estate Management   | The Strategic use of learning materials   |                    |                               |                  |
| University College London      | Change through champions: transforming the local learning landscape in a research based institution |                    |                               |                  |
| University of Cumbria          | Developing Departmental TEL Practice  |                    |                               |                  |
| Darlington College             | Integration of mobile devices into teaching and learning  |                    |                               |                  |
| Derby College                  | Narrowing the IT skills gap   |                    |                               |                  |
| University of East Anglia      | University health online  |                    |                               |                  |
| University of East London      | Technology Enhanced Learning at UEL (TEL@UEL)   |                    |                               |                  |
| University of Essex            | Making EFeedback effective  |                    |                               |                  |
| University of Exeter           | Digital Futures at Exeter   |                    |                               |                  |
| University of Gloucestershire  | DigiComm  |                    |                               |                  |
| University of Greenwich        | Greenwich Connect   |                    |                               |                  |
| University of Hull             | Virtual Campus  |                    |                               |                  |



| Institution                       | Project   | Student Engagement | Strategic planning and Change | Digital Literacy |
|-----------------------------------|---|--------------------|-------------------------------|------------------|
| University of Kent                | Developing Technology Enhanced Learning (TEL) at Kent                                     |                    |                               |                  |
| Kings College London              | Developing capacity and culture around TEL in a research intensive organisation           |                    |                               |                  |
| Leeds Beckett University          | Tablet project 1 to 1 – phase 2   |                    |                               |                  |
| Liverpool Hope University         | A 'whole University conversation' about learning and teaching                             |                    |                               |                  |
| Newman University                 | Newman in the Digital Age   |                    |                               |                  |
| University of Northampton         | Open Northampton  |                    |                               |                  |
| Northumbria University            | Technology Enabled Learning   |                    |                               |                  |
| Nottingham Trent University       | Embedding Digital Literacy as Core Competence within NTU                                  |                    |                               |                  |
| Ravensbourne University           | Developing a Flipped Classroom Model for Large Group Teaching                             |                    |                               |                  |
| University of St Mark and St John | An institution wide approach to Electronic Submission and Feedback (ESAF)                 |                    |                               |                  |
| St Mary's University              | Visualising the student journey: benefits and critical interactions                       |                    |                               |                  |
| University of Sheffield           | Mainstreaming technology enhanced feedback at the University of Sheffield                 |                    |                               |                  |
| University of Sheffield           | A toolkit to support staff developing online courses                                      |                    |                               |                  |
| Sheffield Hallam University       | Creating a challenging and stimulating learning and teaching environment                  |                    |                               |                  |
| Southampton Solent University     | Digital Literacy at Solent  |                    |                               |                  |
| University of Sunderland          | Positioning learning in the learning landscape  |                    |                               |                  |
| University of Surrey              | Common Ground – a strategic approach to developing digital fluency across the institution |                    |                               |                  |
| University of Sussex              | Developing Institutional minimum VLE standards  |                    |                               |                  |
| University of the West of England | Ready & Able  |                    |                               |                  |
| University of West London         | Blended learning and cultural transformation  |                    |                               |                  |
| Weston College                    | Apps for HE   |                    |                               |                  |
| University of Wolverhampton       | The future of on-line and distance learning   |                    |                               |                  |
| University of Worcester           | Developing an Institutional Approach to TEL   |                    |                               |                  |
| Writtle College                   | Developing digital literacies of teaching staff in relation to student employability      |                    |                               |                  |
| Writtle College                   | Writtle Roadmap for Technology in Learning  |                    |                               |                  |



# 09 Learning from CLL

CLL has reached a substantial number of staff and students in English higher education institutions and the evidence from institutional stories, evaluation reports, impact statements and personal interviews shows that there is considerable momentum for change, with some institutions able to demonstrate examples of highly effective practice in relation to TEL. This section examines those common factors that seem to support successful innovation and which it would be valuable to share more widely.

## Principles for institutions implementing TEL

### Taking a holistic approach

What CLL shows is that TEL cannot be implemented in isolation and has an impact on every part of the institution, including those which might not be expected, such as regulatory structures, risk management, governance, estates and facilities. Institutions are advised to map the potential impact of major change initiatives to identify all those who need to be brought into discussion, not forgetting student representatives (who may not just be those in the roles of student union officers). Institutions need to set up conversations which cut across internal committee structures and hierarchies. A number of tools and processes have been used by CLL participants to encourage and facilitate such discussions. The innovative use of Google docs by Liverpool Hope University to support a “whole university conversation about learning and teaching” is an excellent example of good practice.<sup>7</sup>

### Embedding TEL - getting inside the curriculum

An essential factor in ensuring that change is sustainable is to embed TEL into the whole curriculum, described by one participant as “making blended learning and the affordances of mobile technology central to subject content, learning outcomes and assessment processes”. TEL cannot be considered as an added extra if it is to make a genuine difference to the student experience. This means understanding the nature of teaching and learning in different disciplines and working with staff to develop appropriate responses. The highly contextualised and discipline-specific nature of learning and teaching, and hence the different approaches taken to the implementation of TEL, was a significant feature of participants’ responses to CLL. Buy in to innovation and change was greatly facilitated when the intervention was

situated within the discipline culture. Sheffield Hallam University’s menu of approaches, which links specific pedagogies with appropriate technology, addresses this issue and deserves wider dissemination.

### Staff development

CLL participants use a range of terms to describe what they want their staff to achieve in order to become confident and effective TEL practitioners. This may be digital wisdom, digital fluency or the more commonly used digital literacy. There is a similar variety of approaches to supporting them: threshold standards for online engagement, badges for levels of technical achievement, peer to peer learning and programmes of CPD – offered by several institutions as part of an HEA-accredited scheme aligned to the UKPSF. The use of technically competent students to provide in-class and one-to-one support is another frequently mentioned strategy. Whatever approaches are taken, it is essential that all TEL is underpinned by a consistent and coherent approach to staff development which addresses not only skills and pedagogy but also confidence.

### Evidence-informed practice

This learning point is closely related to the previous one. It is hard to establish links between changes in pedagogy and indicators of student success. Part of the problem is the lack of evidence as staff do not routinely reflect on and critique their practice. The kind of approaches such as “Share and inspire” at Worcester University and “Teachtalk” at Anglia Ruskin, which provide informal and supportive opportunities to discuss TEL, would be even more valuable if accounts of practice were captured in order to build up an evidence base specifically related to the disciplines and cultures of individual institutions.

### Engaging students

The experience of CLL is that the nature and extent of student engagement in the organisation and development of their learning differs greatly between institutions. There does not seem to be any link between the type of institution and the way they engage with students, it is a case of individual cultures. CLL has demonstrated both the value of including students as partners in discussions about learning and teaching and also the need to provide development opportunities so that they can contribute effectively. Institutions should examine their processes for

<sup>7</sup> See [www.lfhe.ac.uk/en/programmesevents/youruniversity/cll/stories/changestories.cfm#Hope](http://www.lfhe.ac.uk/en/programmesevents/youruniversity/cll/stories/changestories.cfm#Hope)

engaging with students and make use of existing initiatives such as those led by Jisc and NUS. There are benefits for institutions in creating collaborative partnerships with their students but also for the students themselves who can use such opportunities to develop their skills and enhance their CVs.

## Principles for HEFCE for change initiatives

### Taking an holistic approach

CLL's approach to change was described on its website as "adopting a broad social constructivist perspective in engaging with individuals and teams through our activities". This holistic approach, which has engaged staff at all levels and all sections of the institutions involved in creating genuine communities of practice around TEL, has been productive and well received. The approach recognised the numerous pockets of excellence that already existed within individual universities and colleges and provided a practical means of bringing them into the mainstream through the combination of targeted projects and strategic development. This model recognises the complexity of HEIs and so uses a range of different interventions designed to meet local priorities. The sensitivity of CLL to both institutional contexts and discipline-specific communities has been a factor in its success and should be replicated in any future change initiatives.

### Working in partnership

The joint approach to the management of CLL has been central to its success. The strong reputations of each of the partner organisations have meant that a very wide range of higher education institutions and their staff have had the confidence to commit to the initiative. In addition, their pooled resources have enabled the allocation of consultants with the appropriate status, experience and expertise to facilitate strategic conversations and support projects. The authority of its consultants has been a significant factor in enabling CLL to work at a strategic level (although it is fair to say that not all institutions engaged strategically). There have also been benefits to the partner organisations in developing a better understanding of each others' work. This collaborative way of working should be used as a model for future initiatives.

### Critical friend support

CLL participants have been, with very few exceptions, highly positive about the contribution of the CLL consultancy provided to them. As described above (2.3), the consultant role would be better described as that of a critical friend. Such roles do not simply provide institutions with additional, specialist expertise but can bring focus, get things moving, break down structural barriers and play a mentoring and coaching role. Because of their externality, a critical friend can also voice opinions it would be politically difficult for an insider to express.

This is a complex role and CLL has been fortunate in having access to people who can fulfil it. The development of a network of expertise in this area, and the provision of training for those who wish to take on such roles, on which institutions could draw to support their work in the future would be highly worthwhile. Recommending an initiative which will inevitably require investment by individual institutions and organisations is risky but the evidence from CLL points to the value such investment would bring in terms of effecting change.

### Sharing and inspiring

There is a role for the partner organisations in sharing practical examples of what works in relation to TEL. Case studies, videos, personal accounts of often simple interventions, using digital technology, social media and smart phone apps made in different disciplines, can be very powerful. Many such examples already exist but are not always easily accessible; they need signposting in a way that enables people who "do not know what they do not know" can find them. A project to locate, index and make available examples of good practice would be a practical legacy of the work of CLL.

### Communities of practice for TEL

The Leadership Foundation has already set up the Leading in the Learning Landscape (LiLL) Network to bring together CLL participants and enable them to share experiences. The importance of this is shown in feedback from participants on the two CLL strategic management programmes who acknowledge the value of the contacts made through their action learning sets. They also appreciated a safe space for debate with peers from across the spectrum of higher education provision. The logistical challenges of getting people together suggest that LiLL might be better established as an online community using webinars, hangouts and other technology solutions.

This approach is not only practical but provides online experiences for senior staff who may not otherwise have such opportunities. Again, investment would be needed to manage and facilitate the network but it would support the sustainability of the CLL projects, enable the sharing of practice and help to capture examples of impact. ■

The CLL dissemination website is available at [www.lfhe.ac.uk/cll](http://www.lfhe.ac.uk/cll)



## Biography

# Professor Patsy Cullen

CLL Evaluator

Patsy Cullen is an independent consultant working in the higher education, library, archive, museum and heritage sectors.

She is a member of The National Trust Learning and Engagement Panel, and on the board of the Open College of the Arts. Patsy supports Heritage Lottery Fund projects as an expert mentor and is also a Higher Education Academy associate. Until its demise she was on the board of the Museums, Libraries and Archives Council and has carried out projects on Governance for the Leadership Foundation, the National Teaching Fellowship Scheme and the Higher Education Academy.

From 2000 – 2007 Patsy was director of learning and teaching, York St John University where she set up the Fountains Learning Centre and led the Collaborating for Creativity CETL and prior to that she was head of Learning Resources and curator of the National Arts Education Archive at Bretton Hall College, University of Leeds. An accomplished facilitator and presenter, Patsy designed the professional Masters programme for Librarians at what is now Leeds Beckett University and has also created and delivered a range of short courses overseas for the British Council. She was the co-founder and Chair of Commanet: the community archives network from 2000 – 2008, setting up and supporting over 300 digital archives in the UK and developing the successful Community Memories scheme for Canada's Department of National Heritage.

Patsy is an emeritus professor of learning innovation at York St John University. ■

---

# References

---

Barnett, R (2014). Conditions of flexibility: securing a more responsive higher education system. York, Higher Education Academy

Trowler, P, Ashwin, P and Saunders, M (2014). The role of HEFCE in teaching and learning enhancement: a review of evaluative evidence. York, Higher Education Academy.



# Higher Education Institutions

|     |   |     |  |
|-----|---|-----|--|
| 01. | Anglia Ruskin University                          | 39. | Liverpool John Moores University                 |
| 02. | Aston University                                  | 40. | London Metropolitan University                   |
| 03. | Barts & The London School of Medicine & Dentistry | 41. | London School of Economics and Political Science |
| 04. | Bath Spa University                               | 42. | London School of Hygiene & Tropical Medicine     |
| 05. | Birkbeck College                                  | 43. | London South Bank University                     |
| 06. | Birmingham City University                        | 44. | Loughborough University                          |
| 07. | Bishop Grosseteste University                     | 45. | Manchester Metropolitan University               |
| 08. | Blackburn College                                 | 46. | Manchester College                               |
| 09. | Bournemouth University                            | 47. | Middlesex University                             |
| 10. | Bradford College                                  | 48. | Myerscough College                               |
| 11. | Bridgewater College                               | 49. | Newcastle College Group                          |
| 12. | Brunel University                                 | 50. | Newman University College                        |
| 13. | Buckinghamshire New University                    | 51. | North Lindsey College                            |
| 14. | Canterbury Christ Church University               | 52. | Northbrook College                               |
| 15. | City University, London                           | 53. | Norwich University of the Arts                   |
| 16. | Cleveland College of Art and Design               | 54. | Nottingham Trent University                      |
| 17. | Coventry University                               | 55. | Oldham College                                   |
| 18. | Cranfield University                              | 56. | Opal College, London                             |
| 19. | Darlington College                                | 57. | Oxford Brookes University                        |
| 20. | De Montfort University                            | 58. | Pearson College                                  |
| 21. | Derby College                                     | 59. | Plymouth College of Art                          |
| 22. | Doncaster College                                 | 60. | Queen Mary, University of London                 |
| 23. | Edge Hill University                              | 61. | Ravensbourne                                     |
| 24. | Falmouth University                               | 62. | Reaseheath College                               |
| 25. | Goldsmiths', University of London                 | 63. | Regent's College London                          |
| 26. | Guildford College of Further and Higher Education | 64. | Roehampton University                            |
| 27. | Harper Adams University                           | 65. | Rose Bruford College                             |
| 28. | Hull York Medical School                          | 66. | Royal College of Art                             |
| 29. | Imperial College London                           | 67. | Royal Holloway, University of London             |
| 30. | Keele University                                  | 68. | Royal Veterinary College                         |
| 31. | King's College London                             | 69. | Ruskin College                                   |
| 32. | Kingston University                               | 70. | School of Oriental and African Studies           |
| 33. | Lancaster University                              | 71. | Sheffield Hallam University                      |
| 34. | Lakes College West Cumbria                        | 72. | Shrewsbury College of Arts                       |
| 35. | Leeds City College                                | 73. | Solihull College                                 |
| 36. | Leeds Metropolitan University                     | 74. | South Devon College                              |
| 37. | Leeds Trinity University College                  | 75. | Southampton Solent University                    |
| 38. | Liverpool Hope University                         | 76. | Sparsholt College Hampshire                      |

- |      |   |      |  |
|------|---|------|--|
| 77.  | Spurgeon's College  | 120. | University of Manchester                   |
| 78.  | St George's, University of London   | 121. | University of Newcastle upon Tyne          |
| 79.  | St Mary's University College  | 122. | University of Northampton                  |
| 80.  | St Patrick's International College  | 123. | University of Northumbria at Newcastle     |
| 81.  | Stockport College   | 124. | University of Nottingham                   |
| 82.  | Swansea University  | 125. | University of Plymouth                     |
| 83.  | Teesside University   | 126. | University of Portsmouth                   |
| 84.  | The College of Estate Management  | 127. | University of Reading                      |
| 85.  | The Open University   | 128. | University of Salford                      |
| 86.  | Trinity Laban Conservatoire of Music and Dance                                      | 129. | University of Sheffield                    |
| 87.  | UCL Institute of Education  | 130. | University of Southampton                  |
| 88.  | Universities of East Anglia and Essex; Joint Provision at University Campus Suffolk | 131. | University of Strathclyde                  |
| 89.  | University College Birmingham   | 132. | University of Sunderland                   |
| 90.  | University College London   | 133. | University of Surrey                       |
| 91.  | University for the Creative Arts  | 134. | University of Sussex                       |
| 92.  | University of Bath  | 135. | University of St Mark and St John          |
| 93.  | University of Bedfordshire  | 136. | University of the West of England, Bristol |
| 94.  | University of Birmingham  | 137. | University of Warwick                      |
| 95.  | University of Bolton  | 138. | University of West London                  |
| 96.  | University of Bradford  | 139. | University of Westminster                  |
| 97.  | University of Brighton  | 140. | University of Winchester                   |
| 98.  | University of Bristol   | 141. | University of Wolverhampton                |
| 99.  | University of Central Lancashire  | 142. | University of Worcester                    |
| 100. | University of Chester   | 143. | University of York                         |
| 101. | University of Chichester  | 144. | Vision West Nottinghamshire College        |
| 102. | University of Cumbria   | 145. | Weston College                             |
| 103. | University of Derby   | 146. | West Cheshire College                      |
| 104. | University of Durham  | 147. | Worcester College of Technology            |
| 105. | University of East Anglia   | 148. | Writtle College                            |
| 106. | University of East London   | 149. | York St John University                    |
| 107. | University of Essex   |      |  |
| 108. | University of Exeter  |      |  |
| 109. | University of Gloucestershire   |      |  |
| 110. | University of Greenwich   |      |  |
| 111. | University of Hertfordshire   |      |  |
| 112. | University of Huddersfield  |      |  |
| 113. | University of Hull  |      |  |
| 114. | University of Kent  |      |  |
| 115. | University of Leeds   |      |  |
| 116. | University of Leicester   |      |  |
| 117. | University of Lincoln   |      |  |
| 118. | University of Liverpool   |      |  |
| 119. | University of London  |      |  |



# Connecting with Partners

---



**Dr Maren Deepwell**

Chief Executive

[www.alt.ac.uk](http://www.alt.ac.uk)

Follow: @A\_L\_T



**Dr John Craig**

Assistant Director for Social Sciences,  
Arts and Humanities and Research

[www.heacademy.ac.uk](http://www.heacademy.ac.uk)

Follow: @HEAcademy



**Sarah Davies**

Programme Manager, e-learning

[www.jisc.ac.uk](http://www.jisc.ac.uk)

Follow: @JISC



**Ellie Russell**

Student Engagement and Partnership Manager

[www.nus.org.uk](http://www.nus.org.uk)

Follow: @NUS\_HE



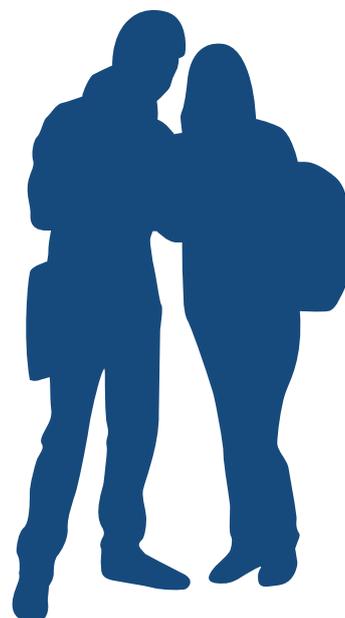
**Professor Paul Gentle**

Director of Programmes

[www.lfhe.ac.uk](http://www.lfhe.ac.uk)

Follow: @LFHEMarketing

CLL is funded by



# Changing the learning landscape.

Connect to the future

Contact us at

**info@lfhe.ac.uk**

or connect with us



@LFHEMarketing



LFFacebook



LFHELinkedIn



LFHEBlog.com



www.lfhe.ac.uk

Inspiring  
Leadership

**Leadership  
Foundation**  
for Higher Education

Peer House  
8-14 Verulam Street  
London WC1X 8LZ

**T** 020 3468 4810  
**F** 020 3468 4811  
**E** info@lfhe.ac.uk