



Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales



Learning and Teaching Professional Development Resources Pack

Call for contributions

Would you be willing to share a professional development case study with other HE/FE providers?

Background

1 From 1 April 2024, the Commission for Tertiary Education and Research (CTER/The Commission) will be responsible for the strategy, funding and regulatory oversight of post-16 education sectors in Wales, namely further education, including colleges and school sixth forms; higher education; adult education and adult community learning; and apprenticeships and training.

2 CTER will aim to support a coherent tertiary sector in Wales, via collaborative and inclusive practices and a joined-up approach to funding and regulation.

3 The Commission's responsibilities are wide-ranging and include:

- Taking a whole system approach to research and innovation funding with an ability to provide funding to a wide range of HE and FE institutions.
- Protecting the interests of learners, ensuring vocational and academic learning are equally valued.
- Aligning education and training more closely with the needs of employers.
- Monitoring performance and governance whilst protecting the academic freedom of institutions.
- Monitoring and promoting improvement in education and training providers.
- Increasing the availability of Welsh-medium tertiary education and to encourage individuals to learn through the medium of Welsh.¹

4 The Commission was established as a result of the [Tertiary Education and Research \(Wales\) Act 2022](#). The work of the Commission will be guided by how it intends to meet its strategic duties, which are set out in the legislation and include the following:

¹ The Coleg Cymraeg Cenedlaethol has been designated as the body to advise the Commission in this capacity.

- Promoting life-long learning.
- Promoting equality of opportunity.
- Encouraging participation in tertiary education.
- Promoting continuous improvement in tertiary education.
- Promoting of research and innovation.
- Promoting collaboration and coherence in tertiary education and research.
- Promoting tertiary education through the medium of Welsh.

5 During the establishment period, CTER is able to exercise functions relating to the transition of governance and oversight from HEFCW, such as appointing staff and creating committees. At this stage, HEFCW continues to retain responsibility for funding and regulating higher education and the Welsh Government retains responsibility for further education and sixth forms, apprenticeships, and adult learning.

6 As part of funding arrangements with HEFCW, QAA is leading on a number of collaborative working opportunities between higher and further education in Wales. These include the project outlined below. This project forms a key workstream in our preparation for the CTER and builds on work QAA completed in 2022-23 on [Peer Observation of Teaching practice](#).

Project title

7 The project is called: **‘The impact of staff learning and teaching professional development on enhancing the student/learner experience and boosting student/learner outcomes’**.

Project description

8 The project will focus on the sharing of good practice across the HE/FE sector in Wales, concentrating specifically on professional learning initiatives in learning and teaching and their impact on student learning. Examples received from providers will be followed up with online interviews by a QAA representative, to gain further detail. All submissions received will then be written up as case studies by QAA and shared across the sector in a Professional Learning Resources Pack and at a QAA Cymru HE/FE conference in Summer 2024.

9 An initiative which looks at enhancing student outcomes may be a whole provider activity, or one undertaken across a faculty or a department. Similarly, an individual may wish to submit a case study based on a successful action research project they have undertaken within the classroom.

What are we asking providers to do?

10 If you are interested in submitting one or more learning and teaching initiatives for inclusion in the pack, please complete the form outlining your example(s) (up to 750 words per submission) together with key contact details, so interviews can be arranged.

11 All forms of professional development which show an impact on student outcomes are welcomed. These may range from informal, brief and individual activities to examples of extended, larger-scale development initiatives including those in progress.

12 As well as outlining the initiative, your submission should include an evaluation of it, focusing on the lecturer's learning and changes in practice, along with any perceived changes in the performance or behaviour of the students/learners. These aspects will then be explored in more detail in the online interviews. Interviews will last approximately 30 minutes and may be held in Welsh or English.

Key dates

13 All submissions should be received by 22 January 2024. Interviews with key individuals, to gain further information, will be held during February-March 2024.

14 A draft Professional Learning Resource Pack will be completed by the end of May 2024, in consultation with those who have submitted case studies. The final resource pack will be published during summer 2024.

Interested in sharing your experiences and want to contribute?

15 If you would like to discuss a possible case study prior to submission, please contact Christine Jones (christine.jones@qaa.ac.uk).

Thank you for your interest in this HEFCW-funded project.