

University of Plymouth

University Teaching, Learning and Quality Committee

Teaching and Learning Support Annual Report

1. Introduction

Teaching and Learning Support (TLS) focuses on enhancing the quality of teaching and learning across the University in partnership with senior managers, UPSU, academics in the faculties and professional services staff. We develop and promote enhancement actions in response to the quality code, benchmarks, HEFCE, HESA and other regulatory demands, and in recognition of new policies, political imperatives, initiatives and academically recognised best practice in the sector. We have shared responsibility for delivering the University's Teaching and Learning Strategy (the new Student Education Strategy when finalised), relevant policies (e.g. Assessment Policy, Personal Tutoring), the University policy on Teaching Qualifications and Professional Recognition, and the Research and Innovation Strategy in relation to HE pedagogic research through PedRIO.

TLS offers HE Academy accredited courses and fellowship recognition through the Teaching Development Framework (TDF), workshops, events, support for individuals and teams, and educational resources, all underpinned by pedagogic research evidence. We provide advice and guidance to senior managers on HE pedagogic issues. Recently this has included gathering information and supporting University preparations for the Teaching Excellence Framework (TEF) and the new quality assurance regime. The work of the TLS team underpins a number of the teaching and learning success stories across the University of Plymouth, including the award of National Teaching Fellowships and Principal Fellowships of the HE Academy, and the University's national and international successes in sustainability.

Our vision is to be an efficient, effective, enabling service with a clear, targeted offer to provide teaching and learning support and enrichment of the student experience across the disciplines. We work in collaboration with other professional services teams to provide a seamless offer to schools and faculties, particularly ASTI (Academic Support, Technology & Innovation), Central Quality Office (CQO), Learning Support and Wellbeing (LSW) and the Careers and Employability Service. The team is flexible in responding to new University needs and changing circumstances and works closely with faculties: each FTLQC has a TLS link person.

Every year TLS staff review the School Teaching and Learning action plans and SPQ /NSS/PTES/PRES/DLHE data to offer direct relevant support, through workshops, individual and team support. There is a meeting with the Head and Associate Heads of School to plan support for the following year. The Faculty link person shares expertise and resources which encourage innovative pedagogic approaches, as well as providing support for staff who are experiencing issues with their teaching. There have been over 200 School-based support activities to date in

this academic year. The most effective staff CPD is requested by a School or Programme and is delivered in partnership with academic staff. This is an area which we intend to focus on more strongly over the next year.

In 2017-19 we will support development and implementation of the University's Education Strategy, and associated developments to enhance module evaluation. We will revise the PGCAP to align with the Higher Apprenticeship requirements. This requires internal approval and re-accreditation with the HE Academy. It will involve changes to the assessment processes and timescales for completion, and liaison with HR.

2. Headlines from 2016-17

- Various members of the TLS team contributed to drafting the University's submission for the **Teaching Excellence Framework (TEF)**. Professor Debby Cotton was selected as a national assessor for the TEF.
- The TLS team supported three staff to develop **National Teaching Fellows (NTF)** submissions with two successes - Professor Hilary Neve of Peninsula Schools of Medicine and Dentistry and Associate Professor Jennie Winter from the Educational Development team. The HE Academy introduced the new Collaborative Award for Teaching Excellence (CATE) and the University of Plymouth team from Dentistry, led by Dr. Catherine Coelho, was one of the 16 finalists. Led by Ms Priska Schoenborn, TLS support for NTF applicants has made us one of the top performing universities in this scheme since its inception. Link to [further information](#).
- A team from TLS secured a grant from the **HEFCE Catalyst** fund to develop an interdisciplinary learning framework between the arts and sciences. Building on the PedRIO project The Sea and Me, and in collaboration with colleagues from across the University, Dr Harriet Dismore, Dr Dave Morrison, and Dr Paul Warwick will design a framework for interdisciplinary learning, run three collaborative modules with undergraduates from three arts and three science programmes, and then evaluate the framework for dissemination in the wider higher education sector.
- In 2016, members of the TLS team completed the **HE Academy-funded project** '[Enhancing Access, Retention, Attainment and Progression in Higher Education](#)' (Webb, O., Wyness, L. & Cotton, D.). Dissemination of this work included a keynote at Aston University and a national webinar discussing the project.
- A collaboration between TLS members and the NUS secured funding from **SEDA** (£1000) to identify the educational development needs of elected sabbatical officers with a remit for supporting teaching and learning.
- The TLS team led a pilot project using the new [Plymouth Compass](#) framework of graduate attributes in personal tutoring sessions, using a 'Compass Portfolio' in PebblePad. An evaluation took place in May 2017 to inform the forthcoming formal launch in September 2017 and informed the PWC audit.
- The TLS team ran 76 **CPD sessions** with a total of 384 attendees from across the university (figures from August 2016 to July 2017, including registrations for pending events). We contributed to the Researcher Development Programme for the Graduate School, ran a number of bespoke workshops and events for specific groups of staff (see Appendix A), and 5 one-day conferences. An evaluation of this CPD offer is currently underway with early responses indicating a largely positive impact.

- The contribution of the TLS team to enabling staff to obtain **teaching qualifications and accreditation** led to the University of Plymouth being placed 12th in England in a league table of staff with teaching qualifications. The current level across the university is 79% qualified, although there is significant variation across different schools.
- Plymouth's reputation for **sustainability education** has been reinforced through the work of Professor Stephen Sterling, Professor of Sustainability Education, featuring in the Global Education Monitoring (GEM) Report 2016, entitled *Education for people and planet: Creating Sustainable Futures for All*. Stephen's work summarises the contribution of education to meeting the UN Sustainable Development Goals (SDGs), after originally appearing in a 2015 report commissioned by the International Council for Science (ICSU). Dr Paul Warwick, Centre for Sustainable Futures Lead, has served as an expert consultant in the publication of UNESCO's Education for Sustainable Development Goals Learning Objectives. He has also led a new national initiative 'The Sustainable University Summit', engaging staff and students as partners from eight HEIs in the development of Sustainability Education Leadership.
- **International links** are an increasing strength of the TLS work, with requests for faculty development provision from universities in Europe, China, South Africa and the USA. Research collaborations in several of these countries are being developed.

3. Plans for 2017-18

- The new national Higher Apprenticeship standard for the 'Academic Professional' has been announced. We are working towards embedding the PGCAP within this model by September 2017.
- An international Faculty Developer fellowship scheme is under development, with the first date for Chinese academic participants set for February 2018.
- The focus of TLS support over the next year will be in development and embedding of the new Education Strategy and supporting areas with particular teaching development needs. A 'targeted support package' is under development.

4. Teaching qualifications and professional recognition

A recent survey of international students found that more than two-thirds of respondents (69%) strongly agreed that having highly qualified teaching staff was a key indicator that a university provided good quality teaching (International Student Survey 2017). TLS are responsible for ensuring that all staff involved in teaching and assessment activities are provided with opportunities to undertake appropriate training, and acquire accreditation through the HE Academy. Delivery in 2016-17 was in two formats, PGCAP and TDF.

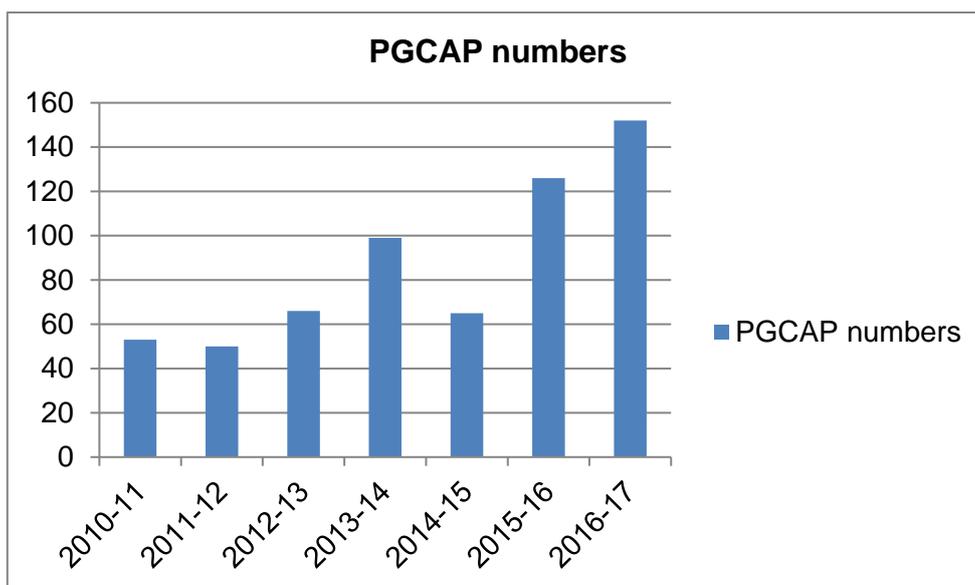
4.1 PGCAP/ Introduction to Teaching and Learning (ITL)

The Post Graduate Certificate in Academic Practice (PGCAP), led by Polly Magne, is a compulsory Masters level programme for staff with teaching responsibilities at the University of Plymouth. It is

increasingly popular with voluntary applicants, as the course maintains a healthy reputation and the qualification is seen as essential in the HE sector. In 2015-16, there were 64 compulsory and 86 voluntary participants. The table and figure 1 show the increasing trend in engagement over the last five years:

	2012 Voluntary	2012 Required	2013 Voluntary	2013 Required	2014 Voluntary	2014 Required	2015 Voluntary	2015 Required	2016 Voluntary	2016 Required
PDAP	----	----	----	----	----	----	13	14	62	20
PGCAP	20	64	36	81	35	42	34	44	24	44
	Total:84		Total: 117		Total: 77		Total: 105		Total: 150	

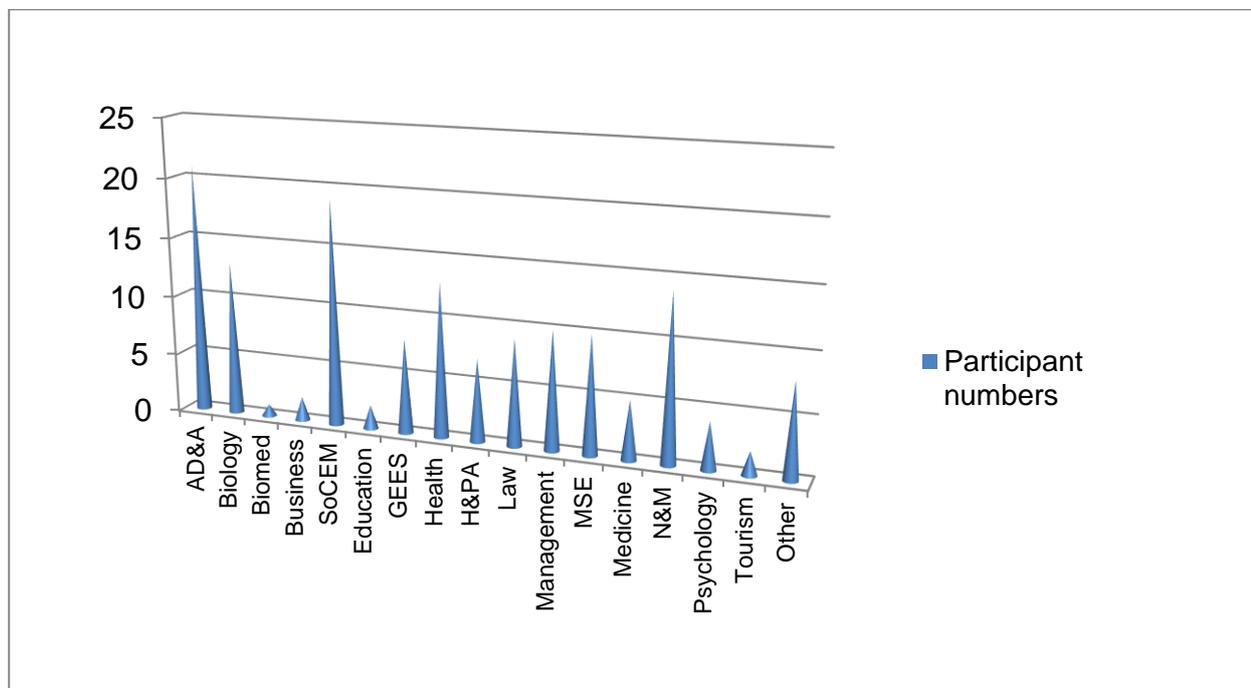
Figure 1: Numbers of participants in PGCAP (2010-17)



Participant numbers across the Faculties vary from year to year depending on staff appointments. (see Figure 2 - this graph includes additional numbers of those on a short course non-accredited module, which was replaced by the ITL in 2016).

The PGCAP continues to receive highly positive feedback in module evaluations and the Postgraduate Taught Education Survey (PTES). 91% of participants (n=55) reported that they were satisfied with the quality of the course, noting that *'Sessions are created in a very inclusive way and I find myself participating more than I have done in previous academic courses'*. Participants particularly valued *'being exposed to different teaching methods'*, *'meeting other lecturers across disciplines'*, and *'good quality debate on educational issues.'* 96 % definitely or mostly agreed that staff are good at explaining things and enthusiastic about what they are teaching and 99% noted that they were encouraged to ask questions or contribute to taught sessions.

Figure 2: The distribution of PGCAP participants across Schools for 2016-17



93% of PTES respondents definitely or mostly agreed that assessment arrangements and marking were fair, and that the marking criteria were made clear in advance. Particular comment was given about the quality of the feedback: *‘formative definitely helped me clarify and develop for summative submission. Ongoing feedback from tutors has been helpful’*. The External Examiner also commented, *‘the team are always highly professional with regard to the attention paid to feedback and enthusiasm to continually develop the programme. Rigorous assessment and marking processes, and excellent support to participants are significant strengths.’*

In common with previous evaluations, competing demands on staff time is still a significant issue. *‘Workload clashed with teaching commitments but I think there was sufficient time and help given for feedback and timely submission.’* [PTES, 2016] The introductory module is delivered four times a year. Two of these iterations are intensive, outside standard term time. The other two are weekly sessions scheduled in term. This offers participants and their departments an element of choice in terms of how they manage and structure their time. However, we continue to remind managers of the study time required for the PGCAP (a 60 credit Master’s level qualification) as outlined in the University Teaching Qualifications and Recognition policy.

Future developments include approval to accredit the PGCAP as a Higher Apprentice Degree for delivery in 2017-18. We are also introducing new quizzes which focus on policy, strategy, and guidance documents that can be interrogated online, freeing up class time for more in-depth rigorous discussion of key issues.

4.2 Teaching Development Framework (TDF)

The [TDF scheme](#) remains a popular route for experienced staff to gain professional recognition for their teaching accomplishments. Support is provided by Oliver Webb and Priska Schoenborn, who is also an HE Academy accreditor. Throughout the 2016/17 academic year the TDF team has delivered:

- Nine introductory workshops to 53 participants, with a further two scheduled.
- Four 'drop-in' Writing Cafés, with one further Café scheduled.
- Detailed written feedback and oral advice to 62 colleagues.
- Enhancements to the scheme this year include provision of a new Book of Exemplar Case Studies, which simultaneously celebrates the excellent material produced by some applicants and provides a guidance for current participants.

Positive feedback has been received from colleagues engaged in the scheme:

'Thanks - the workshop was great, really helpful.' (Workshop Participant, Dec 2016)

'I just wanted to say a big thank you for all your advice and clear explanation of the TDF process. It has really helped me understand what is required and how best to approach it.' (Applicant, Oct 2016)

'Many thanks for taking a look at these and providing such useful feedback.' (Applicant, Feb 2017)

The table below shows cumulative data on successful applications to the TDF scheme.

Figure 3: Staff recognition through the TDF scheme

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17	All years to date
D1 Associate Fellow	2	0	3	9	8	22
D2 Fellow	11	29	14	14	8	76
D3 Senior Fellow	19	9	11	18	16	73
D4 Principal Fellow	7	3	0	3	0	13
TOTAL	39	41	28	44	32	184

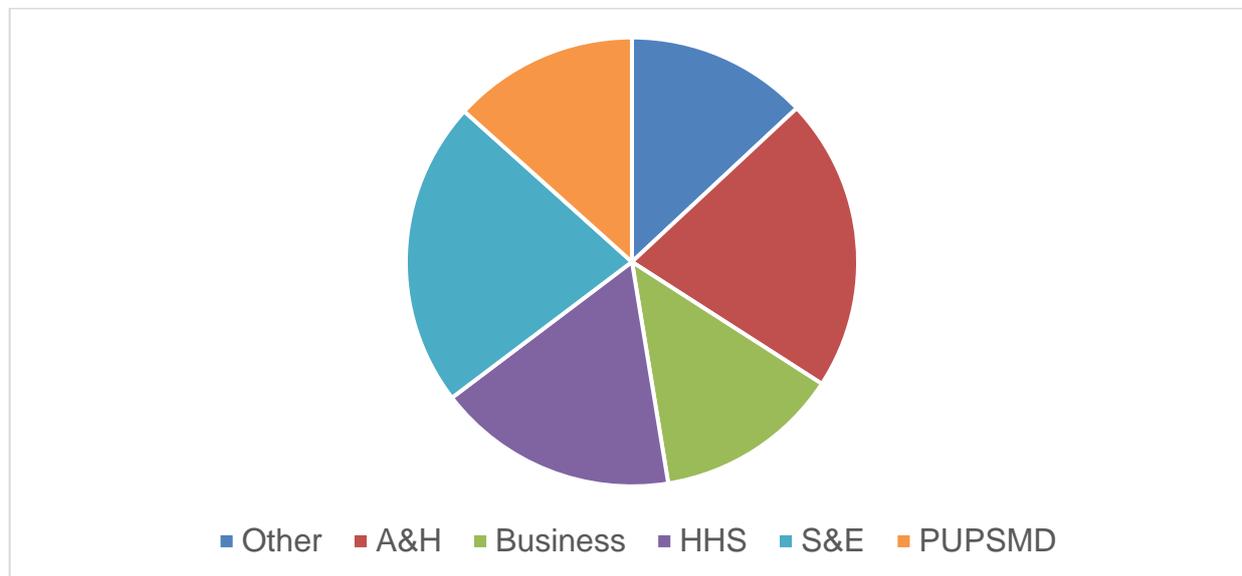
These figures include seven Greenwich School of Management staff (5SF, 2PF).

5. CPD Workshops

The TLS team provide a programme of workshops on teaching and learning issues that are available to academic staff across the university. Over the last year, we have scheduled 76 sessions with a total of 331 attendees to date (see Figure 4 for Faculty breakdown). The workshops covered over 25 different topics relevant to teaching and learning themes, including pedagogic approaches, professional development, programme leadership, and sustainability education. These workshops are designed not only to enhance skill development and offer new

perspectives for continuous development, but also to facilitate connection and collaboration with colleagues across the University.

Figure 4: Workshop participants by Faculty



Feedback from workshops has been generally very positive, with participants particularly appreciating the provision of examples and tools which can be implemented in practice; the interactive discussions and opportunities for sharing; and the well-run, informal but informative approach. Participants often say that the sessions have built their confidence in their own teaching and encouraged them to take ‘risks’ by implementing new approaches.

- 88% agree or strongly agree that participating in the TLS activity has helped develop their career.
- 77% agree or strongly agree that undertaking the TLS activity has helped them to be a more effective teacher.
- 80% agree or strongly agree that it has motivated them to try out new things in their teaching practice

Almost one third strongly agree that engaging with TLS activities has motivated them to talk to colleagues about teaching and learning, highlighting the important role that TLS workshops and activities play in creating an institutional culture of scholarship in teaching and learning. The following responses from past participants points towards the direct impact that engagement with TLS is having on students’ learning:

TLS guidance and workshops have stimulated and provoked me to undertake more pedagogic research and use this to improve the multimodality and interactivity of my lectures. This has resulted in enthusiastic student feedback demonstrating a more dynamic and inclusive experience

The 2 hour interactive classroom was great as, since I'm a relatively new lecturer, I was intimidated about what to do with students for 2 hours. Once I saw that I didn't have to just speak for two hours, and the interactive ideas were actually better, I was able to design better classes.

I now routinely use TurningPoint Clickers and Licenses in my workshops and ensure to include activities in every two hour session as I realise that learning by doing is the most effective way to learn.

I have embedded sustainability into my modules and this has proved to be an excellent vehicle for developing critical thinking and engagement with complex problems.

The online [Teaching and Learning Handbook](#) provides links to all teaching and learning policies, guidance and workshops from across the university, providing a one-stop-shop for all teaching and learning queries.

6. Bespoke support for teaching teams and individuals

The Faculty representatives from TLS work in a wide variety of personalised ways with their Faculties. Meetings take place with the Heads of School and Associate Heads of Teaching and Learning to discuss School Action Plans, review relevant NSS/DHLE data, and identify Faculty development priority areas. Faculty representatives regularly attend Faculty Teaching and Learning Quality Committees, and are often invited to attend and contribute to development days and teaching and learning 'away days'. The following list of activities is indicative of the TLS team contribution in the past year:

- Review of new Module Records/markings, feedback, and moderation practices
- Periodic review planning and new programme design
- Advice on developing pedagogic research proposals
- Developing sustainability in the curriculum
- Use of the Plymouth Compass in programme review and module design
- CEP and interdisciplinary module design
- Enhancing employability through the curriculum
- Developing academic writing
- Feedback on dissemination of pedagogic research
- Induction week planning
- Implication of cuts to DSA funding and need for inclusive practices
- Advice on appropriate routes to teaching qualifications or recognition of professional standards

7. Teaching and Learning Support website analytics

Drawing on data from Google Analytics monthly and annual reports, this section explores user activity on the [Teaching and Learning Support website](#) between 1st January 2016 and 31st March 2017. This is prompted by an ongoing University intranet poll of 110 university staff (as of 16/05/17) showing 65% were not aware of the Teaching and Learning Support website. A better understanding of the way the site is currently utilised should help us increase awareness of the support and resources Teaching and Learning Support offer.

This report does not differentiate between external and internal (university's intranet) hits to webpages, as relevant data were not available. Please note that analysis of the *source* of traffic to a webpage considers other university webpages but not external website links.

Popular webpages

The average number of visits to the TLS webpages ranged from 250 - 500 per day. This increased to 400 – 700 views per day towards the start of Semester 1 and Semester 2 (mid Sept-Nov 2016; end Feb 2017- beginning March 2017).

The *most consistently* visited pages in the last year were:

1. Inclusivity – ‘Why is inclusivity important?’
2. Teaching and Learning Support homepage
3. Inclusivity – ‘How can I be more inclusive?’
4. University of Plymouth Assessment Policy
5. Teaching and Learning handbook (specifically pages a-c, h-r)

Visitors to the inclusivity pages (‘Why is inclusivity important’ and ‘How can I be more inclusive’), began their viewing session on these webpages, suggesting they accessed them using direct links. 70 - 80% of the visitors who entered the inclusivity pages, left them without continuing to other pages on the site. A similar trend was observed with the employability pages. The enhanced ‘Employability in the curriculum and beyond’ website was launched in January 2017. Over subsequent months, these pages have attracted about 150 views per month with visitors spending more time on the ‘Practice examples at Plymouth’ and ‘Reflection and articulation of employability skills and personal development’ pages. The PGCAP webpages have been accessed consistently through the year by a small audience.

Certain webpages tend to be viewed more at specific times of the year.

July-Aug 2016	ASTI
Aug-Sept 2016	Our events
Sept-Oct 2016	Plymouth Compass
	Signposting Student Support Services
	Personal Tutoring
	Mature students
Nov 2016	7 step series
Jan 2017	Our events
	Funding opportunities
	Personal development planning

On average, visitors spent the most time, approx. four minutes, on the Inclusivity pages, PGCAP, Plymouth Compass and ‘Qualification and Recognition (ITL)’ webpages.

Navigating through webpages

Visitors tended to enter the Teaching and Learning Support pages through the

- Teaching and Learning Support homepage
- Inclusivity pages
- University of Plymouth assessment policy
- Student support services
- Plymouth Compass
- ASTI

Plymouth Compass, University of Plymouth Assessment Policy, ASTI and PGCAP have higher bounce rates, i.e. a sizeable proportion of visitors who enter these pages, leave without going any further, perhaps because they were looking for specific information. Unsurprisingly, those who begin their session at the TLS homepage, tend to continue on to other web pages.

Feedback and next steps

The TLS webpages have been recognised as a valuable resource both internally and by national and international colleagues including the NUS. Feedback includes:-

'Easy accessible resources. clear links to policy, regulations & funding ,link to research , detailed information on activities and events' (New lecturer)

'Much appreciated and very useful!' (HoS)

The website is continually updated but the challenge at the University of Plymouth is to engage all staff to use this valuable resource.

8. Cross-institutional developments

8.1 Employability in the Curriculum

TLS was tasked by UEG in June 2016 to review how employability was being embedded in the curriculum. Staff from TLS with the Project Office conducted an internal review of current practice recognising that 'one size does not fit all' and set in a broader context. Five external advisers were asked to report on their experience and provide national perspectives. Interviews with 67 staff and students provided excellent insights into current practices and on-campus provision. Two full-day workshops were held in September/October 2016 with 140 participants who shared practice and considered opportunities that might be developed by Schools and in the professional services.

The report (November 2016) recommended fourteen actions for the University, TLS, CES and Schools to implement. Many of these have been embedded:

- Named Employability Leads for each School
- Establishment of regular Employability Forums
- Many Schools conducted an Employability Audit and the resulting actions contained in the School T&L Action Plans
- Schools to work with CES to improve their DLHE returns and data.

TLS staff created a new set of web pages ['Employability in the Curriculum and Beyond'](#) on the T&L website focused on supporting staff to deliver employability learning in the curriculum and broader student experience. Successful curriculum, extra-curricular and careers service offers and examples of practice are included to assist Schools in developing their employability offer.

A PedRIO [Employability In the Curriculum and Beyond conference](#) was held in January 2017 with 120 the delegates and attracting presentations from all over the UK.

8.2 Inclusive Teaching Learning and Assessment

TLS has been fully involved in the development of inclusive assessment since the early 2000's but with the recent reduction of the Disabled Students Allowance, all programmes have to consider developing their inclusive approach to teaching, learning, assessment, feedback and support.

TLS has worked with all schools through away days, open workshops, bespoke sessions and one-to-one support to explore the development of the inclusive student journey from 'admissions to alumni'. During 2016–2017, particular attention has been paid to improving the student experience of field trips and off-campus learning activities. TLS, SOGEES and DAS have developed new processes, guidance, information and a [new web page](#) to assist with designing and planning inclusive field trips. TLS has further developed its [Inclusivity webpages](#), cited both nationally and internationally as an excellent resource by organisations that include ECU and the NUS. TLS has produced new web pages to assist personal tutors to [signpost student support services](#) and [technology to assist inclusive practice](#).

Among the PedRIO funded PRTI projects is the School of Law, Government and Criminal Justice's project to develop examination feedback. This produced an examination [toolkit](#) to assist staff in the design and planning of feedback in exams. The University Assessment Policy was amended in September 2016, so all students should now be receiving feedback after examinations. The University has gained recognition for its collaborative approach to inclusive teaching, learning and assessment and has been invited on many occasions to external events. Visitors from the Kom Dim Academy (a collaboration of 17 German Universities) spent four days in November 2016 in Plymouth learning about the University approach to inclusive teaching, learning, assessment and student support and presented a paper at the PedRIO 'What is teaching excellence?' conference. Academics from the Universities of Cambridge and Exeter have also visited Plymouth to learn about our inclusive approach.

Appendix A: Mapping of TLS work by schools August 2016- July 2017

School¹	PGCAP numbers	TDF numbers (and level obtained)	Workshop attendees	Bespoke workshops (and attendees)	Individual advice and guidance²
Art, Design & Architecture	21	1 AF 1 SF	15	3 (26)	23
Biology	13		20 (incl Marine sci)	1 (50)	1
Biomed	1		16	2 (50)	4
Business	2			1 (3)	19
Computing, Electronics and Mathematics	19	1 AF 1 F	22	1 (1)	41
Dentistry		3 AF 1F	8	4	11
Education	2	2 SF	35	8 (25)	32
Geography, Earth and Environmental Sciences	8	1 AF 2 SF	18	3 (10)	8
Health Professions	13		16	7 (60)	16
Humanities & Performing Arts	7	3 F	17	1 (55)	17
Law	9		14	1 (3)	8
Management	10	2 SF	27	2 (30)	6
Marine Sciences and Engineering	10	1 F 1 SF	10 (Eng)	1 (1)	24
Medicine	5	2 AF 1 SF	12	3 (14)	33
Nursing and Midwifery	14	1 SF	32	2 (28)	26
Psychology	4	1 F	8	3 (118)	16
Tourism	2	3 SF	2		5
Other (faculty staff, professional services, UPSU and students etc.)	12	1 F 3 SF	59	19 (364)	226

¹ Please note that Sschools are listed as at the start of academic year 2016-7.

² August-April data only available at time of writing

Appendix B: Staff associated with Teaching and Learning Support

Professor Pauline Kneale, Director Teaching and Learning Support / PedRIO



Director Teaching and Learning Support
Director PedRIO
University Teaching, Learning and Quality Committee;
Research and Innovation Committee;
Senior Leadership Forum;
Chair PedRIO Steering Group

Professor Debby Cotton, Head of Educational Development



Lead for Educational Development
PGCAP tutor
Member of: University Teaching, Learning and Quality
Committee;
Senior Leadership Forum; Equality and Diversity Committee;
Sustainability Executive; PiE Research Committee;
PedRIO Steering Group.

Ms Jane Collings, Educational Developer (0.6fte)



Lead for Inclusive Teaching, Learning and Assessment
Lead for the Teaching and Learning websites and handbook
Teaching and learning data
Employability in the curriculum

Dr. Harriet Dismore, Educational Developer (0.7fte)



Faculty contact for Arts and Humanities (with Jennie Winter)
Lead for personal tutoring
PGCAP tutor

Dr. Sharon Gedye, Educational Developer (0.6fte)



Faculty contact for Science and Engineering (with Priska
Schoenborn)
Co-lead for ITL
PGCAP tutor
Contact for Student Services
7 Steps series editor
Lead for employability

Ms. Polly Magne, Educational Developer and PGCAP Programme Director



Faculty contact for PUPSMED
PGCAP Programme Lead
Lead for Internationalisation
Module lead: PGCAP705 Developing Professional Practice
Member of Institute of Education Teaching and Learning Committee

Ms. Priska Schoenborn, Academic Developer



Faculty contact for Science and Engineering (with Sharon Gedye)
PGCAP tutor
Lead for Technology Enhanced Learning
Module lead: PGCAP 702: Negotiated Study Module
Lead for National Teaching Fellowship Scheme
HEA accreditor

Professor Stephen Sterling, Professor of Sustainability Education (0.6fte)



Chair of Sustainability Advisory Group
Lead for Sustainability Action Plan/Sustainability Action Framework
PedRIO Steering Group

Dr. Becky Turner, Educational Developer (0.7fte)



Faculty contact for Business (with Lynne Wyness)
PGCAP tutor
Module lead: 'Pedagogic Research' modules
CEP evaluation lead

Dr. Paul Warwick, Educational Developer



Lead for Sustainability Education (CSF)
Sustainability Advisory Group: Lead for Teaching and Learning
Student Life Committee
PedRIO Steering Group
PGCAP Tutor

Dr. Oli Webb, Educational Developer



Faculty contact for Health and Human Sciences
PGCAP tutor
Manager of Teaching Development Framework (TDF)
Lead for widening participation

Dr. Lynne Wyness, Educational Developer



Faculty contact for Business (with Becky Turner)
PGCAP tutor
Lead for Plymouth Compass and skills development
Lead for Pedagogic research
Member of: Sustainability Advisory Group; PedRIO Steering Group

Dr. Jennie Winter, Educational Developer



Faculty contact for Arts and Humanities
Co-lead for ITL
PGCAP tutor
Member of Sustainability Executive
Lead for evaluation

Ms. Jane Dalrymple, Senior Administrator (0.6fte)



Senior administrator/PA to Professor Pauline Kneale and Professor Debby Cotton

Ms. Laurence Lemee-Stokes, Administrator (0.5fte)



TDF and website administrator

Ms. Sara Meredith, Administrator



PGCAP and ITL programme administrator

[Type here]

Ms. Chloe Harvey, Administrator



PedRIO and TLS workshop and activity management
PRTI project support

Ms. Sally Owen, Administrator (0.5fte)



TLS finance
HR and events administrator

General contact details: Teachandlearn@plymouth.ac.uk or pgcap@plymouth.ac.uk or tdf@plymouth.ac.uk