Leaders of learning and teaching survey
Methodology and responses

The survey was distributed to pro and deputy vice chancellors for learning, teaching, student experience and education; deans of faculty and heads and director of learning and teaching in UK universities.

The survey was available for completion during October 2021.

The total number of responses was 66, representing views from at least 55 universities. In one case the respondent did not specify their institution.

Of the 66 individual respondents 40 were senior/executive level; 21 leaders at faculty or subject cluster level, and 5 professional leaders.

Of the 55 identifiable universities:
• 18 were research-intensive
• 31 were modern
• 4 were specialist
• 1 was independent

Location:
• 44 were in England
• 6 were in Scotland
• 1 was in Wales
• 2 were in Northern Ireland
• 1 was whole-UK

Respondents who consented to being contacted were offered the opportunity to take part in a follow-up focus group discussion in January 2022.
What degree of change to learning and teaching in your context do you anticipate over the next five to ten years?

- None or very little
- Modest change
- Significant change
To what extent or in what ways have your learning and teaching plans changed in light of the experience of the Covid-19 pandemic?

- We're moving faster with existing plans
- We've identified some areas where we need to change our existing approach
- We've brought in new objectives or activities
- We're ripping it up and starting again
- We haven't changed anything at all
- Other
In your view, which of the below are the most significant influencers of teaching and learning change in your context?
What particular challenges are you facing in your context – either in general or in some areas/among some student groups?
Which of the following do you consider to be an essential strategic focus for you this year as a leader of learning and teaching?

- Curriculum development
- Teaching modes and methods; pedagogies
- Assessment processes and approaches
- Breadth and mode of learning resource provision
- Enabling flexible learning engagement eg in person and remote; synchronous and asynchronous
- Improving students’ “customer journey” - ie the quality, timeliness, and personalisation of interactions with the institution
- Advancing or embedding equality, diversity and inclusion
- Building a more integrated digital learning environment eg interoperability of systems and platforms; embedding of resources into virtual learning environments
- Provision of practical or work-relevant experience, internships or other engagement with employers
- Use and application of data on student learning engagement
- Internationalisation and/or transnational provision
- Access, widening participation and external education relationships with schools, colleges and other partner providers in the UK
- Student wellbeing and mental health
- Student academic voice and/or co-production of learning and teaching
- Personal and professional guidance, pathfinding, advice, or mentoring provision to students
- Active development of an academic community of staff and students
- Developing and launching new courses or subject areas
- Building relationships and working with the local community eg service learning; volunteering opportunities

Which of the following do you consider to be an essential strategic focus for you this year as a leader of learning and teaching?
Thinking about the conditions for moving forward with your strategic priorities what scale of change do you think will be needed in each of the following enabling areas?

- Staffing - the configuration of roles, responsibilities, and competencies; professional development and support needs
- Technology - understanding needs, options, and interrelationships between technologies; staff and student digital literacy
- The physical learning and teaching estate and fit for purpose teaching and learning spaces
- Administrative infrastructure - timetabling; course configuration; student administration
- Academic policies - quality assurance; internal policies and codes of practice
- Culture - sense of community and mutual support; confidence to innovate; trust in leadership
- Resource - overall resource available for learning and teaching; structures and decision-making about resource allocation

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

5 = significant change
4 = moderate change
3 = minor change
2 = little change
1 = none/very little change
I expect that following the Covid-19 pandemic most institutions will aim to adopt permanently a blended approach to teaching and learning with greater use of technology to facilitate remote/digital learning.

With wider use of technology to enable blended and flexible learning it is more likely that students will expect or require their institutions to provide core learning resources and materials at no additional cost.

The policies of the government and/or regulator in my nation are closely aligned with my aims for learning, teaching, and student experience.

Universities need additional support from governments and regulators to meet expectations for a high quality student academic experience.

To what extent do you agree with the following statements?

5=strongly agree 1=strongly disagree
Thank you

Wonkhe and Kortext would like to thank the individuals who took the time to share their reflections with us.

Contact: Debbie McVitty | debbie@wonkhe.com