

**Title:**                    **Value for money educational development?**

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### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session participants will have had the opportunity to:

- Distinguish some of the institutional implications of new HE policy and funding conditions on Educational Development.
- Develop their own sense of the educational actions and priorities needed for their context.

#### **Session Outline**

At the time of writing this abstract, the Browne Review of Higher Education and the Comprehensive Spending Review (CSR) have just been published. These have considerable implications for the future shape of the Higher Education (HE) sector in the UK. As yet, how individual institutions will respond is unclear as they have not yet had time to develop their strategies. Already, opinion is divided on how this will affect the UK HE sector (Baker, 2010). What we do know is that the plans are likely to be divisive, with some subjects and some institutions better able to compete than others (there is particular concern for the arts, humanities and social sciences) and that the employment outcomes of courses will become more important.

For most institutions, this means increased competition and that continuous improvements to teaching quality will be expected against a backdrop of tighter resources and increased student expectations. By the time we meet at the SEDA conference in Edinburgh in May we should know much more. We will be in a position to begin sharing our experiences of how our own institutions are responding and what this means for us as Educational Developers.

Questions that we may begin to be able to shed light on include:

- How will the Educational Development issues raised by Browne converge and diverge between institutions?
- How might our curricula need to alter in response to the new landscape?
- How might the way we operate need to alter to provide value for money?
- Given that our previous focus was on the quality of the student learning experience, should we continue to deliver more of the same, or do we also need to change?

## **Session Activities and Approximate Timings**

20 mins: Session introduction and our institutions' response to the Browne Review and CSR 2010. We will communicate some information gleaned from interviews with senior staff at our institution.

30 mins: Delegates to share their own experiences of how their institutions have responded. We will ask for 4-5 volunteers to outline their institution's response. We will capture some of the main points that are made.

30 mins: Explore main themes and implications for Educational Development (relates to questions outlined at the end of the abstract). Delegates will choose which themes they wish to discuss further.

Exit evaluation by participants using post its.

## **References**

Baker, S. (2010) 'The market charge' *Times Higher Education*, 1971 (28 Oct-3 Nov), pp. 40-43.

Her Majesty's Treasury (2010) Spending Review. [online] [http://cdn.hm-treasury.gov.uk/sr2010\\_completereport.pdf](http://cdn.hm-treasury.gov.uk/sr2010_completereport.pdf) Accessed November 1st, 2010.

Lord Browne of Madingley (2010) Securing a Sustainable Future for Higher Education: An Independent Review of Higher Education Funding & Student Finance [online] <http://www.bis.gov.uk/assets/biscore/corporate/docs/s/10-1208-securing-sustainable-higher-education-browne-report.pdf> Accessed November 1st, 2010.