

**Moving Forward  
and  
the LTAS Goal One:  
'developing the independent lifelong learner'**

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# Overview

- Moving Forward and the GCU Transition and progression Framework
- Showcasing examples of practice
- Small-group discussions on 'developing the independent learner'
- Introduction of mini-CoPs (sub-working groups) based on the nine project streams identified at the Service Design event in May 2008
- Small-group discussions on/launch of mini-CoPs for the nine project streams
- Summary of the outcomes/discussions of the morning

# Moving Forward and the GCU Transition and Progression Framework

- The GCU Transition and Progression Framework integrates and supports all activities linked to supporting student transition and progression within the schools and at central level.
- The Framework represents a coordinated, institutional strategy and evidence-based practice.

# Guidance

The Framework offers guidance on two levels:

- The action plans that are developed on the basis of the framework are linked to the implementation of the LTAS.
- The Framework continues to be developed as a central resource for staff and students.

# The GCU Transition and Progression Framework is divided in two parts:

## Part One (Strategy)

Vision

Principles/strategies for  
effective transition &  
progression support

Reflective questions

*Approaches/action plans  
mapped to principles/strategies*

## Part Two (Resource)

Vision

Principles/strategies for  
effective transition &  
progression support

Reflective questions

*Examples of practice (GCU and  
beyond)*

# How to use the Framework...

- The strategies/principles are complemented by reflective questions to encourage in-depth discussions and to support the development process.
- The action points (part one) are meant to offer guidance and illustrate ways of ways of taking strategies/principles forward.
- Staff and students are encouraged to determine priority actions and associated timelines based on the Framework.

# Role of Moving Forward

- The Moving Forward team will continue to offer guidance and support in relation to the implementation of the Framework as well as transition and progression in general.
- Schools and departments are encouraged to share their priority actions and associated timelines with Moving Forward to support the development of an integrated timeline for the implementation of the Framework.
- The consultation process underpinning the Moving Forward initiative is continuing throughout its duration and feedback from staff and students is invaluable and always welcome.
- We are constantly looking for more examples of practice to share with the GCU community

# First small-group discussion (11am – 12 noon)

**Discussion** on ways of implementing the GCU Transition and Progression Framework in relation to the LTAS goal one ‘developing the independent lifelong learner’.

Please:

- share experiences and/or examples of practice
- think about how the examples of practice presented on the day and/or other examples of practice could be transferred to other subjects/areas
- discuss how transition and progression support can be embedded within the curriculum, i.e. become integrated within the approaches to learning, teaching, assessment, and feedback based on the LTAS, the i-Learn Framework and the GCU Transition and Progression Framework.

*Please make sure that ideas/points discussed are jotted down on the flipcharts in order to capture the discussion and to make these available to all participants after the event.*

# Mini-Communities of Practice (mini-CoPs)

At the Moving Forward Service Design event in May 2008 there was a shared consensus on **three main themes** that emerged as focuses of action upon which *nine project streams* are based:

<b>Developing the independent/self-regulated learner</b>	<b>Developing a sense of community/sense of belonging</b>	<b>Enhanced communication</b>
<i>Learning and teaching</i>	<i>Liaison with schools and colleges</i>	<i>Communication (internal and external) and Marketing (brand)</i>
<i>Assessment</i>	<i>Preparation and induction</i>	<i>Staff-student communication</i>
<i>Feedback</i>	<i>Social networks and peer support</i>	
<i>Student empowerment</i>		

# Aims of Moving Forward mini-CoPs or sub-working groups

- To encourage discussions on transition and progression across all schools, learner support, and other departments.
- To enable the exchange of knowledge and of experience, as well as the sharing of practice across the university as a whole and beyond (colleges).
- To ensure a holistic approach to transition and progression support by embedding it into the curriculum and by innovating and improving existing student services on the basis of the GCU Transition and Progression Framework.
- To develop innovative approaches for enhancing the student experience.

# Second small-group discussion (12pm-12.45pm)

The **main aim** of these groups is to **launch our Moving Forward mini-CoPs or 'sub-working groups'** which are expected to work together long term.

Please:

- discuss how the group sees the theme in relation to Moving Forward and GCU's role in widening participation;
- agree on main focus/action points in relation to the GCU Transition and Progression Framework;
- discuss ways of organising and facilitating the mini-CoP as well as ways of communicating with each other, with the Moving Forward team, and across the university in order to encourage other members of staff to join;
- suggest a date for the next meeting, so that other members of the Moving Forward CoP can be invited to join.

Please note that the Moving Forward team will assist the mini-CoPs during the initial stages and will provide support and guidance as to how the discussed action points etc. can be taken forward.

*Please also make sure that a list of names and contact details is established (to be passed on to the MF team) and that all the points discussed are jotted down on the flipcharts in order to capture the discussion and to make these available to all participants after the event.*

Summing up....



**Lively discussions...**

**Shared experiences...**

**Future collaboration...**

***Thank you all for your hard work today!***

***We are looking forward to continue our work  
with you!***

# The Moving Forward team:

- **Ruth Whittaker**, Project Director, Centre for Research in Lifelong Learning, [rgwh@gcal.ac.uk](mailto:rgwh@gcal.ac.uk)
- **Karla Benske**, Project Manager, Centre for Research in Lifelong Learning, [Karla.Benske@gcal.ac.uk](mailto:Karla.Benske@gcal.ac.uk)
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*Thank you very much for attending the event today!*