**Adaptable text regarding the impact of the current Shaping for Excellence exercise with regard to the LLI.**

Please adapt and contextualise the text below and send to:

Geoff Green (Registrar and Secretary): geoff.green@leicester.ac.uk

Professor Graham Wynn (Pro-Vice-Chancellor (Education)): gwy@leicester.ac.uk

Professor Nishan Canagarajah, (Vice-Chancellor): vc@leicester.ac.uk.

CC: Nick Adkins and Jennifer Bergevin (UCU representatives for those affected): jennifer.bergevin@leicester.ac.uk; nick.adkins@leicester.ac.uk.

*The text below assumes a collective correspondence and, where possible, we think this would be most impactful approach (groups of colleagues in related areas, course teams, module teams etc). Where this is not possible, however, please do amend and send as an individual.*

Thanks ever so much for your support.

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**RE: Proposed changes to support for learning and teaching**

Dear Geoff,

We are writing to express our concern at current plans regarding the Leicester Learning Institute (LLI) and to oppose in the strongest possible terms any reduction, by means of staff redundancies, in the LLI’s capacity to support learning and teaching.

As you will be aware, the LLI currently provide practical support, advice, guidance and resources at individual, programme and School-wide levels – support we consider essential.

**[Please add, at this point or elsewhere, any particular local examples you feel are relevant – in particular areas of activity you especially feel could not have been delivered or are placed in severe jeopardy, and you are not be able to absorb into your own workload** – **you may want to select and contextualise from the following…]**

This includes, but is not limited to, following areas:

* Designing and developing high quality and inclusive courses and curricula
* Developing and improving the teaching practices (including assessment and feedback practices) central to providing a high-quality student experience
* Supporting and enabling the professional development and recognition of teaching staff
* Enabling us to ensure we support our students’ academic transitions to, and progress between, various levels of higher education study
* Developing responses to student awarding gaps and the ongoing priority to decolonise curricula
* Supporting student-staff partnership activities to develop and improve curricula and student experiences
* Ensuring the integration of digital and pedagogical practices– an area of heightened importance both recently and currently
* Supporting the development and improvement of personal tutoring

LLI colleagues worked closely with academic Schools, and across all programmes, to ensure we were able to deliver, and can continue to deliver, Ignite. This is but the most recent example of their working to support us in translating and contextualising institutional policies and priorities into practice, and implementing them in ways that are meaningful to our diverse disciplinary contexts diverse student cohorts.

In working to create more flexible, accessible and inclusive curricula, responding to student awarding gaps, in decolonising curricula, and in ensuring an excellent student experience all round, it is vital that the practical support the LLI provides is in no way compromised or reduced by making redundant the very people currently supporting us in delivering on these key institutional priorities.

As we prepare to celebrate the University of Leicester’s centenary, and as we look ahead to its next hundred years as an excellent research-led institution, we implore you to withdraw current proposals and to instead ensure that support for teaching practice, student learning, curriculum development and the professional development and recognition of teaching is secured and built upon for the future.

Yours sincerely,