LTC09D141

CONFIRMATION OF MODULE MONITORING AND COURSE UPDATE (MCM3)

Faculty: Social Sciences

Academic Year report relates to   **2008/ 2009**

Name of Associate Dean for Learning, Teaching & Quality: Dr Shawn McGuire

Date report submitted: March 2010

I confirm that the Faculty LTQC has received confirmation that all modules and courses within the Faculty have been reviewed with the exception of the list attached.

Signed_____

Summary of issues that have emerged

- Despite having achieved the required IELTS, poorly developed written English skills remain a serious concern in relation to some international students in Schools. These difficulties undermine the students' engagement with learning and assignments which result in heightened levels of anxiety. Unfortunately, weaker students will not always engage with voluntary support until late on in the assessment process.
  Schools have continued to work (to a greater or lesser extent) with DOS to help support these students and to deliver language and other skill enhancements.
  Aside of utilisation of the available School and central support services, Schools have independently worked hard to address the support and integration of international students e.g.
  - LAW with a largely international PGT cohort, has introduced an introductory 20 credit Legal Skills and Research module aimed, in part, at acclimatising international students to a common law based approach.
  - LAW provide one single adviser for all UG international students.
  - NBS have spent time analysing the tail in results for international students and review is now underway with the intention to liaise with INTO to enhance transition, additional support after transfer and regular monitoring and review by the Teaching Executive. IELT admission levels have been increased. The School were however happy to note two 1st's for INTO students.
  - NBS has tried to address the underperformance of PGT international students by progression board and counselling of weaker students early in semester 2 when evidence from assessment semester 1 modules can be drawn on. The School has worked on enhancing the induction, providing additional sessions, in conjunction with DoS, to enhance the student's appreciation of the different expectation of the UK education system. There has been limited take up of some

of the support. The School in 2009/10 have adopted a more structured approach throughout semester 1 in conjunction with INTO.

- EDU at PGT level (e.g. MA Education) have adjusted the nature of assessments and consult students regularly as to how they may continue to enhance support. The team rigorously review the impact of modifications. The MA ECS team has also recognised and responded to similar language-support needs for some of its students.

- ECO and NBS have recruited large numbers of students through INTO and have monitored their performance. Early data considered by ECO has not shown significant difference between the performance of INTO and other international students. NBS have however found some historic differences suggesting added value by INTO. This however, continues to be monitored /investigated to establish whether entry standards should be raised to avoid the disappointing tail of underperformance.

- Dramatic improvements have taken place in fulfilling the University's requirements for 20 day turnaround for feedback however maintaining a balance between speed and quality remains a challenge. The Faculty will be considering feedback and student expectation management at the May LTQC.

- As commented last year, whilst Schools continue to make significant strides towards the improvement of employability, there is still a need to develop more effective tools/strategies for tracking the career development/achievements of their alumni. There is also a call for developing better quality data on employment outcomes for all students – particularly international and PGT students.

- Several Schools mention that they have experienced problems of poor attendance, preparation for teaching sessions and lack of academic engagement. Whilst it is noted that seminar sign in is helping the situation, in part, and some measures following CCS review will improve engagement at UG, Schools have taken independent action e.g.
  - NBS have revised their course profiles for 2010/11 intake to rebalance core and compulsory modules in Year 1
  - NBS are making increased use of assessment within seminars
  - ECO are examining their use of online lecture notes

- Whilst action had been taken to resolve immediate concerns, DEV and ECO reported on the challenges of inter School/Faculty course and module delivery.

- Schools continue to consider narrow mark distributions and take steps, where appropriate, to counter this.

- A number of Schools report problems in timetabling and rooms. It is anticipated that the recent enhancements in timetabling will ease some pressures as measures bed in however the following concerns have been raised:
  - Both EDU (through SSLC) and NBS noted that concerns had been raised regarding the unsuitability of some rooms.
  - NBS noted that the movement of large student groups across campus causes timekeeping issues.
  - EDU commented on the the loss of space for IT work and Sports facilities.
  - NBS commented on lecture facilities such as Congregational Hall being substandard for use with high fee paying students.

- Some Schools (LAW, EDU, NBS) have raised various concerns relating to teaching resource issues. LAW has particular concerns at PGT with reliance on a small number of key staff. AT staff are increasingly being utilised across the Faculty and this has been, on the whole, successful. There are however ongoing concerns relating to over reliance plus the training / support / performance monitoring needs.

- EDU has faced some difficulties with the processing of safeguarding (CRB) checks. There is a need to ensure continued capacity of admissions to support all matters of safeguarding related to student placements and with regard to the Independent Safeguarding Authority. In particular this entails alertness to changing national arrangements across the coming year, but also clarity of process, timeliness and rigour in order to maintain the confidence of our placement partner institutions, and to satisfy the regulations of relevant professional bodies.

Summary of actions taken to maintain and enhance quality

Aside of any standard UEA process or matters which the University has led on (or placed on the Faculty agenda), the Faculty has introduced additional steps to enhance quality:
- The introduction of a standard External Examiner pack which acts as a follow up to the Exam Office appointment letter and ensures External's receive information which a) is standard b) meets the expectations of the University and School c) the needs of the External Examiner.
- Learning and teaching enhancement has been a regular agenda item for Faculty LTQC and the Faculty has utilised the space to consider best practice. The meeting in summer 2009 was almost entirely dedicated to new developments.
- The introduction of a fixed agenda point at Faculty LTQC for student representatives to present information or to raise/discuss issues of importance to them.
- Introduced, irregular, Plagiarism Officers' meetings to discuss policy and practice within the Faculty.

Schools have been busy developing practices to enhance quality and, whilst not an exhaustive list, the highlighted points below provide an indication of the work carried out.
- Teaching Directors encourage an inclusive approach to the quality assurance and enhancement process through formal and informal meetings with faculty to consider QA documentation e.g. MM1's, CU1's, External Examiner reports, strategic future teaching plans, NSS results etc. ECO holds an Annual Teaching Review each summer, LAW an annual, informal, teaching debrief.
- Schools have considered any weaknesses in NSS results and where appropriate applied additional resources or measures to improve and enhance the student experience e.g. LAW carries out a 'mid way' MM1 for new modules, where new members of staff are teaching, where low previous NSS scores exist. ECO carries out early MM1's in order to implement any minor adjustments to teaching at the earliest opportunity.
- All Schools have taken steps to improve contact hours and continue to reflect how increased contact hours can usefully improve engagement, feedback and learning outcomes. Most have increased contact through small group seminars, reading groups, video tutorials, practical sessions, additional workshops and support/revision sessions. Where time has been added to increase lecture time this has proved unpopular with students and sessions have been suitably modified. Schools continue to reflect how increased contact hours can usefully improve engagement, feedback and learning outcomes. Some Schools such as DEV have utilised ATs (with close guidance) to support this process. SWP has expanded some modules to enable students to be taught in smaller classes with the added benefit of lighter marking loads and therefore quicker return in feedback.
- Blackboard technology is used across the Faculty. Some Schools utilise this to provide preparatory reading which whilst useful for all students provides tangible

- benefits to international students to read, translate and digest material. EDU make considerable use of ICT in teaching and learning with improved resourcing (equipment, support, reliability and access).
- DEV's appointment of a dedicated ATS to design and implement new key skills training streams has had a transformative impact on the School's key skills, employability strategy and activities. They have furthermore made an investment in AT support for modules requiring greater input to improve learning.
- Both LAW and DEV have strategies to increase the use of formative feedback, and to improve the nature and speed of feedback on student assessment via early formative assessment and generic feedback.
- EDU has divided the responsibility of UG and PGT quality assurance and enhancement matters by the creation of two Teaching Director posts. DEV has continued the UG Teaching Director post to provide support to the Teaching Director.
- DEV has introduced new guidelines for coursework and assessment. Each module now providing at least two forms of (summative) assessment and two pieces of feedback (formative or summative). This practice ensures that all students receive feedback prior to completing their second piece of coursework.
- ECO have drawn up – in consultation with PGR teachers - more detailed guidelines for part time teachers.
- ECO have introduced a dedicated support tutor to provide individualised support to students in need and those in risk of drop-out.
- Following recommendations of a working group regarding student engagement ECO have introduced (i) an economics essay competition for each year of UG students (ii) three video competitions which should highlight the Economics student life at UEA, and (iii) a public lecture series that would feature outside speakers and an economics topic of general interest. The Working Group also identified that 'learning how to learn' is critical for sustained overall academic engagement and success. The School has approved a large first year module, Economics and Society, to teach 'learning to learn' skills.
- All Schools have continued to utilise the module monitoring and course update process to consider and adjust modules/courses positively to develop teaching and assessment and to suit changing needs and expectations of students. Efforts are made to post module feedback to increase the transparency of the process.
- Schools have worked hard to maintain positive recognition / achieve accreditation from professional bodies. The input and scrutiny by such third parties strengthens and develops quality assurance processes. NBS has achieved further external recognition, within the period, from the CII towards their accounting undergraduate degrees. EDU are currently in the process of dealing with another of the regular OFSTED inspections with an aim of consolidating a grade 1 status. The BA/MA Social Work and Post Qualifying courses received accreditation / re-accreditation by the GSCC. Schools within the Faculty continue to develop courses in conjunction with professional bodies.
- EDU offers a series of open seminars on aspects of pedagogy and teaching-related research and this continues to draw high-profile experts across the discipline. Attendance is very good by both staff and students of the school.
- Placements within EDU and SWP continue to be managed effectively clearly supporting the development of skills pertinent to professional roles and employability whilst ensuring good and useful relationships with local authorities and agencies. Within social work teaching many other universities have ceased using student supervisors (doubly qualified in social work and practice education) however SWP

has continued this practice which has enabled them to maintain the quality of the programme component and to comply with the Government's Social Work Task Force requirements.

- EDU has improved means of understanding the career progression of its alumni. PGCE programmes have taken steps to acquire related data in accordance with government (TDA) databases.
- NBS has integrated careers events into the curriculum for 2009/10 rather than to continue hosting careers evening e.g The Careers Office has provided input into a common level 1 module, guest lectures from the professions, employers and alumni are taking place within a common level 2 module, lunchtime lectures have been provided to support job seeking and applications. This approach is recognised as excellent practice.
- Provision of laboratories for the BSc Psychology programme to accommodate the request by the British Psychological Society (BPS) for enhanced practical research work.

Areas of good practice which have been identified
Schools identify many examples of good practice in the information detailed above however some points are highlighted below:

SWP
- The provision of laboratories for the BSc Psychology programme, responsive to the BPS requirements.
- The continuation of investing expert staff time into supervision of student placements for the BA and MA Social Work programmes, in response to the Government's Social Work Task Force requirements.
- A very successful 5 year course review of the MA in Social Work.
- Reflection and responsiveness to relatively weak NSS results and concerns around some research modules taught in MED.
- Comprehensive provision of post qualifying social work awards at both BA specialist and MA Higher Specialist levels making SWP the major provider of PQ education in social work in the country.

NBS
- Employability rates high compared to other institutions (in the top 20% of like courses).
- Involvement with outside agencies and guest speakers.
- Increased use of assessment within seminars to address some of the problems relating to student engagement.
- The management of course profiles to avoid possible underperformance in non-core modules.
- Positive steps taken to improve assessment and feedback e.g. through handbooks and 'expectation management'.
- The rigour of accreditation by professional bodies.
- Vigilance in resources to ensure that materials are readily available to students, without unreasonable cost e.g. through a special compendium.
- The Integration of careers within the curriculum.

LAW
- Variety and innovations in teaching and assessment within the discipline.
- The faculty offer a high level of pastoral care through various means (including an open door policy).

- The School offers a number of student centred activities and was commended at Programme Review for its high level of international student support.
- Active review of teaching for new modules, new teaching staff, low scoring modules via the use of mid-way MM1s.
- Generic feedback lectures.
- The now standard policy to issue to students useful marking criteria covering the five or so areas that coursework will be assessed which then naturally feeds into the provision of feedback in the same terms.
- Developed induction processes for international students.

EDU
- Experience of placements/work experience, especially the management of and "supervision" of students.
- The high level of personalised care and attention to student learners.
- The monitoring of student progress.
- The quality of feedback.
- Diverse assessments which are very much tailored to outcomes.
- The split of the Teaching Director workload.
- The extensive and effective use of IT in teaching.
- Wider engagement provision in the guise of CE and 'top up' courses.

ECO
- Early use and consideration of MM1 forms to permit early changes in practice.
- The valuable increase in contact time.
- The Introduction of a support tutor and other support sessions.
- Innovative teaching. e.g. the new 'learning to learn' module.
- Introductions of new student competitions following working group recommendations.
- The preview of notes on Blackboard to encourage preparatory reading.

DEV
- The success of the ATS appointment to the School's key skills and employability strategy and activities.
- Further investment in AT support for modules where increased improvement required.
- The split of the Teaching Director workload.
- Good practice informal lunchtime meetings.
- Strategies to increase the use of formative and generic feedback plus improvement in the nature and speed of feedback.
- Increase in contact hours and better student engagement.
- The introduction of new guidelines for coursework and feedback.
- Increased support for research skills and training at UG level.
- The work carried out to inform students and avoid plagiarism.

- **Whether and how areas of good practice are being disseminated**

The sharing of best practice through Faculty LTQC and School Plagiarism Officers. At a School level through teaching committees or the equivalent. Through contributions to UEA Teaching and Learning Day. Disseminated of developments promoted on course materials, School web sites, open days and information/promotion days. Also (within LAW and DEV) the use of a dedicated BB site available for teaching staff.

- **Issues the Faculty LTQC wishes to bring to the attention of LTC**

The process of module monitoring and course update enables reflection and improvements

within Schools. Furthermore, the consideration of material across the Faculty via LTQC is a useful way to reflect on common concerns and share best practice. The committee noted however, that the process in reporting up the chain, beyond LTQC, does not in turn generate any useful information being fed back down to the Faculty. SSF would like to suggest an enhancement by the creation of some form of central mechanism to consider MCM3 reports and to then disseminate good practice across all Faculties.

A number of innovations often arise at Teaching and Learning Day. The Faculty would like to suggest that some form of electronic dissemination of material for faculty not able to attend.

UEA
NORWICH

CONFIRMATION OF MODULE MONITORING AND COURSE UPDATE (MCM3)

Faculty: Arts and Humanities

Academic Year report relates to: 2008/2009

Name of Associate Dean for Learning, Teaching & Quality: Mr. Ian Farr

Date report submitted:

I confirm that the Faculty LTQC has received confirmation that all modules and courses within the Faculty have been reviewed with the exception of the list below.

Signed_____

Please comment on the following:

- **Summary of issues that have emerged**
- **Summary of actions taken to maintain and enhance quality**
- **Areas of good practice which have been identified**
- **Whether and how areas of good practice are being disseminated**

In a faculty as diverse as HUM, with nine Schools of study and disciplines which range from language studies and performance to more essay-based subjects, most measures taken to sustain the quality of teaching and enhance the student experience will take place at School level. Here it is evident that Schools do take these responsibilities seriously. This is demonstrated both in the way module organisers reflect actively on their own experience and student feedback as well as by the frequency with which learning and teaching issues are addressed in school meetings and dedicated away-days.

Examples of ways in which individual schools have sought to improve on what they do include:

- Detailed consideration in AMS of ways to improve the dissertation which students complete in Year 4 on the basis of work and research undertaken during their Year Abroad;
- Changes to the structure and content of Year 1 in FTV, and discussion of ways to incorporate more opportunities for screen-writing in the curriculum;
- More explicit explanation to students in MUS of the underlying rationale behind their degree structure, combined with a clearer delineation of academic responsibilities for instrumental and vocal teaching. MUS has also modified its forms of assessment to bring them closer to the patterns elsewhere in the sector;
- Increased contact time to students taking modules in LIT, by extending the length of seminars in some Level 1 modules as well as in those larger Level 2 modules (the range of which has also been extended), where there are effectively fewer limits on enrolment by students from both LIT and other Schools;
- As part of an ongoing programme to refresh its Spring Level 1 modules, HIS successfully introduced A new Level 1 module on 'History and the Environment' to introduce as many students as possible to a new and rapidly developing area of historical enquiry and facilitate closer links with academic colleagues in ENV.

At a wider level, the following are worthy of note:

1. The challenge of ensuring that students understand better the demands of university-level study was met by the introduction in LCS of a core Level 1 module on 'Study, Research and Communication Skills', the provision of study skills workshops in Lit attached to the two Level 1 modules on 'Literature and History' and the extension to all AMS1 students of the module, piloted in 2007-8, on 'Study and Research Skills in Higher Education'. In those Schools which have decided against the introduction of a dedicated 'study skills' module, such as PSI, PHI and HIS, close attention has been paid to ensuring that introductory modules at Level 1 have a clearly identifiable focus on equipping students with the skills and understanding necessary to become more effective independent learners.

2. The Faculty as a whole introduced in 2008-9 a scheme whereby first-year students in all Schools had to complete a written assignment, and receive prompt feedback thereon, in the first 3-4 weeks of the Autumn semester. Initial indications suggest that this has proved a worthwhile initiative and one welcomed by students. The implications of this for the nature and timing of assessments in e.g. the Spring semester of Year 1 and the Autumn semester of Year 2 are being addressed.

3. Other efforts by Schools to improve student engagement have met with mixed results. Some report positively on the constructive use of the 10% allowed for engagement in the assessment of a module; others are less sure of any beneficial impact. It has to be acknowledged that this provision does not, by itself, help much to address issues such as declining levels of attendance at lectures or ensuring student participation in 'voluntary' activities such as film screenings, especially in Level 1 modules with large enrolments. MUS reports some success in changing the 'culture' among it students in respect of their attendance at, and involvement in non-timetabled events.

4. Negative student feedback on Library provision continued to be a feature of module feedback in a number of Schools, and was also reflected in the 2009 NSS. Further to the initiatives reported last year, arrangements were put in place to ensure that, wherever possible, a representative of the Library attended meetings of School SSLCs in an effort to continue the process of improving communication between the Library, Schools and students. It has to be recognised that there is no 'quick fix' to the issue of more negative student attitudes to the Library. It requires a pro-active approach on all sides; the ongoing education of the student body so that undergraduates understand both what they can do themselves to make better use of the Library's facilities and also what a University Library can, and equally cannot, provide; and ongoing investment in Library stock, appropriately informed by improved dialogue between Schools and the Library.

5. Some Schools which make significant use of Associate Tutors hold a general meeting for all existing and new Associate Tutors with e.g. the Director of Teaching and the PGR Director, where information, experiences and examples of good practice can be shared. Where it, or its equivalent, does not already occur, this practice should be extended to all relevant Schools.

- **Issues the Faculty LTQC wishes to bring to the attention of LTC**

  In addition to the points 1-5 above, the Faculty LTQC wishes to point out that the current university schedule (and associated deadlines) for *reporting* on module monitoring and course update, *particularly of undergraduate modules and courses*, makes little if any sense. Indeed it may contribute to a degree of academic disengagement, not with the value of or need for sustained reflection about modules and courses, suitably informed by student feedback, but with the processes by which this is recorded.

  The Faculty intends to introduce its own internal timetable which reflects a working reality where:

  a) module organisers want to reflect speedily and economically on their immediate experience of a module, incorporating feedback derived from

student questionnaires;

b) this is supplemented by additional reflections arising from e.g. student achievement in end-of-year examinations or comments by external examiners;

c) updates and improvements to modules will thus already have been put in place for the upcoming academic year;

d) reflections on modules etc. feed into School discussions about the 'student experience', the curriculum, and so on. These school meetings, away days and 'teaching days' tend - or have - to take place either at the end of the academic year, or prior to the start of the subsequent academic year, not least because of new appointments, retirements or, more occasionally, the need to take action on recommendations arising from course reviews which normally occur in the May-June period;

e) key changes to the curriculum (new modules, timetable revisions, amendments to course profiles) mark the end of the process.

The process of reflecting on points a-d) to inform e) could take the form of an annual report by School Teaching Directors, ideally lodged for consideration by the Faculty LTQC at its first meeting in the Autumn semester?

CONFIRMATION OF MODULE MONITORING AND COURSE UPDATE (MCM3)

Faculty:
SCI

Academic Year report relates to:
2008 / 2009

Name of Associate Dean for Learning, Teaching & Quality:
Dr Nick Watmough

Date report submitted:
15 June 2010

I confirm that the Faculty LTQC has received confirmation that all modules and courses within the Faculty have been reviewed with the exception of the list attached.

Signed

Please comment on the following:

- **Summary of issues that have emerged**

Faculty-wide

<u>Teaching accomodation</u>

The availability of appropriate accommodation for timetabled teaching events continues to be a concern. Specific problems include: High enrolments in first year lab classes in CHE means that overflow space is being used which may limit future growth in chemistry, biochemistry and natural sciences (CHE).

Some styles of teaching which require extensive writing on boards, notably in MTH are not accommodated either by established rooms, small desk writing area coupled with poor sound and lighting, or new rooms which do not really cater for the chalk and talk style preferred by mathematicians.

<u>IT provision and Blackboard</u>

MTH identified the fact that LaTeX was not functioning correctly in IT labs a problem that has got worse in 09/10. A lack of floating MatLab licences for teaching is a problem for some MTH classes – cluster users tie up licences at teh expense of teaching.

Despite student demand not all academic staff choose to put their all of their teaching material on blackboard (ENV, MTH)

<u>Workload</u>

Differences in the workload models used by individual schools makes it hard to capture and recognise teaching contributions in other Schools (BIO)

School-specific

The workload for academic staff associated with summative assessment needs to be reduced especially the assessment of lab reports (CHE)

Longstanding errors in the version of the programme specifications for the MChem that are displayed on LTQO website, even though errors were identified some time ago. (CHE)

CMP experienced a high drop-out rate from year 2 as a result of weak year 1 students progressing, even though they have failed important year 1 modules. CMP will change the structure of the CMP year 1 programmes and make some of the modules core, thus encourage greater participation and hopefully reduce the amount of fails.

Poor attendance at lectures/seminars. CMP will consider the future use of "sign-in" sheets to monitor attendance.

ENV reports insufficient library coverage in some areas new areas of teaching

- **Summary of actions taken to maintain and enhance quality**

Results of module monitoring are reported back to students via SSLC groups (or Teaching Advisory Group in the case of MTH)

MTH have continued with their peer-guided sessions which proved successful in 2007-08.

Introduction of weekly tutorials with return of c/work in 3 days has increased engagement but this level of intensity is hard to maintain (MTH)

Three schools, BIO, ENV and CMP are evaluating individual lecturers' teaching by combining scores from across modules. In ENV this identifies the "top ten" lecturers who receive a commendation from the HoS whilst in CMP/BIO the data is used to identify underperforming teachers and take remedial action. In BIO Module Organisers liaised with the lecturers and identified ways in which the content or delivery of the lectures that received weaker scores, could be improved. Whilst in CMP meetings were held between the lecturer, HoS and DoT and resulted in a personalised system of mentoring and training courses.

- **Areas of good practice which have been identified**

Introduction of a "Teaching afternoon" in BIO for dissemination of good teaching practice and innovative teaching methods. This event was compulsory to attend for all academic colleagues in BIO involved in teaching.

Increased use of online module evaluation. The completion rates are the same (or greater) than paper-based forms and more student comments are provided. Information below shows the modules currently using the online system. Next year, we hope to extend online evaluations to level 2 and 3 modules.

BIO	CHE	CMP	ENV	MTH	PHA	SCI
All ug modules	All level 0 and 1 modules.	All ug modules	All level 1 ug modules	All ug modules	All ug modules	All ug modules
all pg modules		All pg modules		All pg modules		

Introduction of a blackboard site for BIO teaching staff, where useful information such as external examiner reports and School responses, teaching workload survey and course review documentation is housed.

Introduction of a two-day Careers festival for UG and PGT students, where employment related opportunities were highlighted and discussed (BIO). This was discussed at a recent meeting of LTC and generated considerable interest from other schools.

Use of combined (over several modules) evaluations of lecturer to identify stars (ENV) and underperformance (BIO/CMP).

Use of peer guided sessions and weekly tutorials to increase engagement in year one (MTH)

- **Whether and how areas of good practice are being disseminated**

1.Through discussions at School Teaching Executives and regular meetings between the SCI Teaching Office Faculty Manager and the School Faculty Managers.

2. Through Faculty representation on TPPG and TPMG.

3. Through guidance to individual module organisers by School DoTs

4. The organisation of School wide events at which all teaching staff are expected to attend. These include BIO holding a 'Teaching Afternoon' to specifically highlight issues raised through the module monitoring process. This augments regular School meetings in BIO.

5. Participation by some SCI teaching staff in UEA Learning and Teaching days.
However the profile of this event is not high nor does participation appear to be a priority for many T&R staff in SCI.

6. Good practice is identified and commended to the Faculty LTQC by Directors of Teaching. These are recorded in the minutes which are reported at LTC and highlighted in the AD-LTQ's oral report to the Committee.

7. Through discussion of the MCM3 forms at LTC

- **Issues the Faculty LTQC wishes to bring to the attention of LTC**

Teaching Accommodation

In addition to comments made by MTH and CHE in their respective MCM 2 forms the issue of appropriate teaching accommodation has been raised with the AD by several Heads and Teaching Directors. The success in recruiting high quality students together with the shift in numbers to STEM subjects means that that we are challenged in a number of areas.

1) Access to large lecture theatres in slot for first year modules with high student numbers.

2) Availability of rooms that accommodate diverse styles of teaching – MTH are terribly disadvantaged as unlike the other schools they do not have their own teaching space in the form of laboratories for specialist teaching and rely on central provision which as detailed above is not always suitable.

3) Rooms that are unfit for purpose where the problem is exacerbated by the room being left full of rubbish and furniture out of place.

Our reliance on such so much poor teaching space does not befit a university with to twenty aspirations and is something that needs to be looked at carefully once the SSRs are sorted out. We welcomed the recent organisation of a workshop on designing teaching spaces and the appointment by Estates of space manager. We hope that this leads to better engagement with academic staffing in the planning of future needs. In the short term there certainly needs to be better communication between room bookings and teaching directors so that the needs of individual schools are better understood even if they cannot be fully accommodated.

Continuing Professional Development

As was the case in my last report there is some evidence from the issues identified in this form of an insufficiently trained (and or supported) workforce. One example is in the use of Bb in which the University has invested and students expect to be used. Some staff appear reluctant to engage because they don't know how or because they lack related IT skills – although the level of use in SCI is higher than the recent audit indicates This inhibits the full potential of Bb being used with some higher level functions remaining little used. A combination of further staff training and strategically embedding Learning Support Technologists in Faculty Teaching Offices would considerably help move this forward and make sure that the University gets better value for money. In this respect we welcome the establishment of the ISD Education Board.

The work done by CMP and BIO to support and encourage teaching staff suggests that more could be done to embed CPD in the practice of staff rather than it being something of the last resort in response to poor teaching evaluations. It would be helpful for LTC to consider how much professional development should be undertaken each year and how it should be evidenced for the benefit of promotions etc and whether the current teaching portfolio is sufficiently well explained or fit for purpose.