Title:	**Report to LTC from Academic Director of Taught Programmes**
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Issue

A report from the Academic Director for Taught Programmes on progress on key areas:
1. UEA Learning and Teaching Day 2013
2. Peer Assisted Learning (PAL)
3. CPD Framework
4. HEA NTF Applications
5. Formative assessment within the NAM
6. Extenuating Circumstances Working Group
7. Review of Plagiarism and Collusion

Recommendation

LTC members are asked to consider the ADTP's report

Resource Implications

No significant resource implications.

Risk Implications

No risks

Equality and Diversity

It is not envisaged that any of the recommendations contained in the report will impact on groups with protected characteristics.

Timing of decisions

This is simply an update for LTC – the report contains no recommendations for approval.

Further Information

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Background

The ADTP's report is a standing item on LTC agenda.

Discussion

The paper is for discussion only and contains no recommendations for approval.

Report from the Academic Director for Taught Programmes

to University Learning & Teaching Committee (LTC) 20 March 2013

1) **UEA Learning and Teaching Day 2013**

Planning for the Learning and Teaching Day 2013 is already well-advanced. The dates is Thursday 23 May 2013. Due to a very enthusiastic response from staff at UEA and UEA London and colleagues from partner institutions (UCS and INTO) the decision has been taken to extend the duration of the day by an hour – so the day will conclude at 4:30 pm rather than 3:30 pm as in previous years. The theme of the day, *'Future Educations at UEA'*, allows for an inclusive itinerary, with the emphasis on looking forward to ways in which teaching and support for learning will evolve over the next few years. Colleagues from the following UEA schools have already been booked for 30, 45 and 60 minute parallel workshops: FTM, AHP, PSY, NBS, HIS and LAW. Additional workshops will be run by colleagues in EST, ARM, ISD, and DOS. The PVC Academic will introduce the Day, and the opening keynote will be by Helena Gillespie (EDU), the Assoc Dean for Teaching and Learning in SSF (also Chair of the ISD Education Board). Rather than a Panel session at the end, which was poorly attended last year, the day will be rounded-off with a presentation by the PVC Academic on the importance of the pedagogical legacy of Lawrence Stenhouse – a key educational thinker and researcher and a former Director of the Centre for Applied Research in Education at UEA. Poster presentations will be on display in the Council Chamber during the day. Last year the Day was attended by 130 staff – we are hoping to exceed this level of engagement in 2013. Posters and leaflets are already designed and will be printed shortly for wide circulation, and an attractive email will be circulated shortly to all HoS and Service Heads. An early draft programme (some sessions have yet to be firmed-up) is attached as **Appendix 1** to this report. A final version of the programme will be uploaded to Portal shortly.

2) **An update on the Peer Assisted Learning (PAL) initiative.**

March 2013 sees the conclusion of the conclusion of the PAL pilot at UEA involving 5 schools of study: NBS, CHE, CMP, NSC and LCS.

The objectives of PAL are to:
- Enhance the student experience:
  o Support 1st year students through the transition into HE
- Improve retention:
  o Improve performance of 1st years
  o Attach PAL to difficult core modules / 'tricky' areas
- Promote employability for PAL mentors and PAL officers:
  o Consolidate academic studies
  o Develop skills, e.g. leadership; facilitation, communication, coordination, listening skills, time management etc.

To facilitate PAL a large number of PAL Officers and PAL Champions have been trained and appointed:
- ✓ CHE – 1 officer – 13 mentors (7 groups)
- ✓ CMP – 1 officer – 9 mentors (5 groups)
- ✓ LCS – 1 officer – 8 mentors (4 groups)
- ✓ NBS – 2 officers – 28 mentors (19 groups)

✓ NSC – no officer (AG covering) – 9 mentors (3 groups)

The timing of the Pilot has created some real difficulties (starting in spring term is akin to trying to run a BBQ in the middle of January) and engagement/attendance in some schools has been less than hoped-for, but considerable progress has been made elsewhere. Crucially a huge amount has been learned about the underlying administrative processes, timing of recruitment and training, communications between students, room bookings, mentors and module leaders and many other organisational aspects. This should ensure a much smoother 'roll-out' of PAL in autumn 2013, with, we hope, another 5 or 6 schools joining the existing group of 5 schools. Anne Guyon (AHP) was appointed as PAL Champion in December 2012 and has done an excellent job of coordinating a tricky and complex University initiative. Anne has helpfully provide an update in the form of a series of PowerPoint slides – these are attached as **Appendix 2** to this report.

3) CPD Framework: An Update

Discussion between ADTP, TPPG and members of CSED continue with regard to the development of a more 'holistic' approach to CPD within the University. The ADTP and CSED colleagues have also met with senior managers from City College Norwich, who are keen to ensure that developments in this respect are paralleled by systems in place within the College as it introduces a separate School of Higher Education which will eventually be based in a separate City-centre building. Colleagues from CCN are keen to explore the means by which the PG Cert HEP can be accessed by CCN HE staff through local delivery of MA modules, and are keen, also, to parallel the development of an institutional approach to facilitating recognition of staff against the Professional Standards Framework (PSF), and membership of the Higher Education Academy at the levels of 'Associate Fellow', 'Fellow', 'Senior Fellow' and 'Principal Fellow'. Following research into practices in other similar HEIs, it is believed that the ASPIRE initiative at Exeter University provides a very good 'model' for UEA to emulate. The ASPIRE programme provides a user-friendly framework – that is, a set of related opportunities - for developing and accrediting staff who teach and support students' learning. Its key features are:

- It is accredited by the Higher Education Academy, and offers the opportunity to gain HEA Fellowship at one of four levels: Associate: Fellow; Senior Fellow or Principal Fellow.
- It stimulates individual and group development through peer dialogue, and through the sharing of good practice.
- It promotes critical engagement with higher education-related literature, especially literature informed by the scholarship of teaching and learning, and with peer-review.
- It encourages staff to reflect critically on all dimensions of practice, with the scheme focusing particularly on the Areas of Activity, Core Knowledge and Professional Values of the *UK Professional Standards Framework*

ASPIRE accreditation panels meet <u>monthly</u> and consist of Fellows, Senior Fellows and Principal Fellows. Staff can either submit a written portfolio-style application or present their case orally to the panel. Geoff Hinchliffe (CSED) and the ADTP have carried out a telephone interview with Dilly Fung who Directs the ASPIRE programme at Exeter and believe that there could be much to gain for UEA if it introduced a similar system. The ADTP will be presenting detailed proposals to LTC at its May 2013 meeting.

4) Applications for HEA National Teaching Fellowships (NTFs)

The ADTP has mentored <u>two</u> UEA colleagues through the application process for the National Teaching Fellowships Scheme (NTFs). Both have submitted their applications successfully to the HEA and we should hear in early June whether they have been successful. The applicants this year come from FTM and CHE.

5) The Role of Formative Assessment within the NAM

The ADTP is working with the 4 Associate Deans for Learning & Teaching (Inthorne, Milner, Gillespie and Doy) and the Head of LTS (Caroline Sauverin) to develop with the four Faculty LTQCs a set of regulations, principles and guidance around the role of formative assessment within the New Academic Model. The ADTP aims to bring a detailed paper to LTC at its May meeting in 2013. The paper will inform the new NAM Regs as well as a Code of Practice on Assessment which is in development. The paper will set out principles/guidance with respect to the purpose of formative assessment, minimum expectations in terms of the number of formative assignments in a module, the mechanisms for submitting and returning formative work, recording of marks/engagement/completion, possible formats of formative assessment, etc etc.

6) LTC Review of Policy on Plagiarism & Collusion

The Review Group has now met on 4 occasions and its final meeting was on Friday 15 March. Meetings have involved detailed and wide-ranging discussions with panel members all contributing positively with constructive suggestions and ideas. The Panel has cross-Faculty representation as well as representation from LTS, Students Union, Union Advice Centre INTO, CCN and UEA London. Plagiarism Officers (POs) are strongly represented on the panel. The outcomes of the review will include a revised Policy, revised notes on Procedures, and revised Guidance Notes on its implementation for students and staff. The intention is to bring all three to LTC for approval at its May 2013 meeting.

7) Extenuating Circumstances Working Group

The LTC Review of Academic Appeals and Complaints (RAAC) involved the creation of a large panel with cross-University membership. The RAAC delegated a smaller Working Group the task of developing a new set of Regulations, Procedures and Guidance Notes for the treatment of Extenuating Circumstances in time for 2013/14. The Working Group has met on at least 8 occasions over the past year and has now completed its deliberations. It will be presenting its finding and recommendations to the RAAC panel in March/April. Once the RAAC panel has approved the new regs/procedures/guidance, they will be brought to LTC for approval at its May 2013 meeting. It is likely that LTC will be presented with some 'options' to consider on key issues, e.g. 'Fit to Sit' and 'Self-certification'.

Appendix 1

Early Draft Programme for the UEA Learning and Teaching Day, 23 May 2013, Council Chamber, UEA

TIME	Session			
8.45	**Posters and Refreshments**			
9.15	**Welcome** **Nigel Norris**			
9.30	**Keynote 1**			
	Helena Gillespie			
10.30	**Parallel Sessions 1**			
	Toby Smith AHP Use of Twitter to engage physiotherapy students in discussing healthcare issues.	**Samantha Chenery-Morris UCS** How grading student practice influences and affects student and sign-off midwifery mentor relationships?	**Victoria Scaife & Neil Cooper PSY** Feedback: what students get; what students want; what students need to achieve excellence.	**Eylem Atakav FTM** Challenges in and Strategies for Teaching International Students
11.00	**Joy Hawkins HIS (tbc)**			
11.30	**Break** **Posters available**			
11.45	**Parallel Sessions 2**			
	Mark Jones ISD Technology and teaching spaces	**Josie Stevens EST Room ARTS 01.03** Building 57: NRP Enterprise Centre Seminar Space (title tbc)	**Sarah McKenzie and Matthew Perry INTO** The Challenges of Preparing International Students for University Courses	**Anna Robinson-Pant and Anna Magyar EDU**

12.30	**Lunch** **Posters available**		
13.30	**Parallel Sessions 3**		
	Tim Powell-Jones UEA LON (tbc) **The Mobile Classroom**	**Kathleen Lane AHP** **Judy Moore COUNS**	**Jeremy Schildt DOS**	**John Winpenny** Enhancing Foundation Students' Success
14.30	**Parallel Session 4**		
	Gillian Daly LAW	**Alexandra Cole ARM**	**Andrew Vassallo NBS**	
15.30	**Refreshments**		
15.45	**Plenary** **Nigel Norris**		
16.30	**Close**		

Appendix 2

PowerPoint Slides on PAL (Anne Guyon), March 2013.

PAL PROGRESS

Anne Guyon, PAL Champion

5.3.13

PAL Objectives

- Enhance the student experience
  - Support 1st year students through transition into HE
  - Improve retention

- Improve performance
  - Attach PAL to core modules / 'tricky' areas

- Promote employability for mentors
  - Consolidate academic studies
  - Develop skills, e.g. leadership; facilitation

PAL Structure

1st year students
Mentors
Officers
Faculty
PAL Team
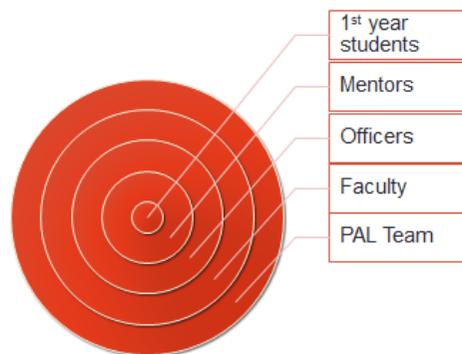
Phase 1: Overview

12 week pilot across Spring semester
- 5 schools
  - CHE – 1 officer – 13 mentors (7 groups)
  - CMP – 1 officer – 9 mentors (5 groups)
  - LCS – 1 officer – 8 mentors (4 groups)
  - NBS – 2 officers – 28 mentors (19 groups)
  - NSC – no officer (AG covering) – 9 mentors (3 groups)

  - Weekly one hour meetings – approx 20 students
  - Student led pastoral / academic discussion

Phase 1: Experience

Attendance
- CMP; CHE: small groups of students regularly attend
- NBS; LCS: poor attendance overall
- NSC: very good attendance – up to 80%

Factors
- Student engagement
  - 4 schools – Autumn intake
  - NSC – Spring intake
- Communication & marketing
- Structure – timetabling; topics
- Workload – student priorities
- Module – appropriate for PAL?

Progress

Difficulties

- Timetabling & room bookings
- Communication
  - Mentors ⇔ students
  - Mentors ⇔ officers
  - Officers ⇔ faculty
- Administration
  - Contracts
  - Timesheets
  - Payment

Achievements

- Commitment & enthusiasm
  - Officers, mentors & students who attend
- Publicity
  - School + UEA-wide email; digital screens; Broadview; Facebook; Blackboard; word of mouth
- Networks:
  - Within / beyond UEA

Progress – NSC

- Designated member of faculty
- Sessions timetabled
- Sandwiched sessions better attended
- Mentor + peer support
- Clarifying UEA / NSC / NMC processes & procedures
- Forum to air & address concerns
- Topic-based – linked to EBL – academic / practical
- Sharing knowledge & skills
- Mentors developing & practicing career-enhancing skills

Evaluation

- Student evaluation questionnaire – all students
- PAL mentor evaluation form
- Focus groups – mentors
- Reflective meeting
- Officer reports
- What else would be useful?
  - Retention figures (NSC)?

Phase 2

- AHP + MED in preparation
- 4 more schools needed – FTM + ENV in discussion

Priorities and plans
- Publicity & marketing
- Recruit & train officers / mentors early
  - Ratios – officers : mentors; mentors : students
- Set up communication systems
  - Students – pre-arrival / ongoing
  - Clear lines – students ⇔ mentors ⇔ officers ⇔ faculty / champion
- Timetabling
- Streamline administrative processes
- Research

Summary

- Variable experience so far
- Successful groups – PAL well received
- Much learned from Phase 1
- Much to implement for Phase 2
- Pre-planning essential
- Buy-in is critical

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