LTC12D130

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. Formative assessment within the NAM
5. Extenuating Circumstances Working Group
6. 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) 15 May 2013

1) UEA Learning and Teaching Day 2013

Details of the seventh Learning and Teaching Day 2013 have now been widely circulated. It is hoped that the attendance for the day will be the best ever. The day is hosted by the Learning and Teaching Committee of Senate and all are welcome to attend. The theme of the day is **'Future Educations at UEA'**. There will be keynote sessions around this topic.

- There will be poster and interactive presentations throughout the day
- The event is open to all staff and research students
- You can meet colleagues from other disciplines and partner colleges

Final details are available from the CSED website: https://intranet.uea.ac.uk/csed/LTDay2013

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

A reflective feedback workshop led by the ADTP and PAL Champion (Anne Guyon) took place on 16 April, which was attended by c.40 PAL Mentors and PAL Officers. This was a very up-beat session and provided opportunities to explore what went well on the PAL pilot, what we have learned from this initial experience, and how we can put these learning lessons to good use in enhancing Phase 2 of the PAL initiative in autumn 2013. It is likely that the number of schools involved will double to ten in the autumn. Interviews of PAL Officers will take place shortly (20/22 May) and plans are already well advanced in terms of the PAL Mentor training which will be delivered on Mon/Tues 3/4 June 2013. Feedback from this year's mentors has been very positive, especially with regards to the benefits that being a mentor brings with it:

'Very useful re enhancing understanding of the module. Great to speak to 2nd years about the course and any tips they had'

'Explained things in a different way to the lecturers. Helped go through things we were confused about.'

'To enquire about experiences, take advice on how to handle situations and give feedback on the course'

'I was worried about my placement and it was handy hearing from people who have been through already'

'It's a release to be able to discuss problems / issues with other students when in some cases you can't really with a lecturer'

'Very useful to go through past exam questions and complete them with help available'

A final reflective report on the Pilot will be reported to LTC in June.

3) CPD Framework: An Update

As indicated in the ADTP's last report to LTC, a paper on this item is presented as a separate agenda item for the 15 May meeting.

4) The Role of Formative Assessment within the NAM

As indicated in the ADTP's last report to LTC, a paper on this item is presented as a separate agenda item for the 15 May meeting.

5) LTC Review of Policy on Plagiarism & Collusion

As indicated in the ADTP's last report to LTC, a paper on this item is presented as a separate agenda item for the 15 May meeting.

6) Extenuating Circumstances Working Group

As indicated in the ADTP's last report to LTC, a paper on this item is presented as a separate agenda item for the 15 May meeting.

Addendum to Report from Academic Director of Taught Programmes

Item 7) **An outward-facing Continuing Professional and Workforce Development Strategy for UEA**

Introduction
Following earlier discussion around the range of UEA awards at LTC, and the identification of the need to have a unified approach to frameworks for CPD awards, interim awards from levels 4-7, and certificates of achievement, an interest group was formed to look at the above and additionally the potential for CPD in meeting the Corporate Plan objectives, namely:

- Raise awareness and understanding of HEBCIS and improve the quality and analysis in our returns to this survey.
- Improve our ranking for income from running courses for businesses, CPD and consultancy from 71st, 69th and 59th in the UK, respectively, through the catalyst of the new Enterprise Centre to place us in the top 30 in all these areas by 2017. In each case, the activities must be of high-quality, contribute to the University's relationship-building with business and cover their full costs – ideally cross-subsiding other activities which impact positively on institutional KPIs.

Context
The funding environment for HEIs will continue to present us with significant challenges over the next 5 years as the sector becomes increasingly competitive and private providers play a bigger role. It is important, therefore, that the University explores new income streams.

The Russell Group of UK HEIs have recently increased their business in the area of CPD in the last few years, and have moved substantially in front of the 1994 group in terms of their income from CPD as reported in the HEBCIS (Higher Education Business and Community Interactions Survey) return.

The HEBCIS definition of CPD is *a range of short and long training programmes for learners already in work who are undertaking a course for the purpose of professional development, up-skilling or workforce development (i.e. it does not relate to undergraduate courses or placements). These courses are fully costed (i.e. not HEFCE funded. These courses can be award bearing, credit bearing (i.e. individual modules) or non credit bearing. Delegates are normally employed and undertaking professional up-skilling. This category does not include Pre-qualification courses aimed at novices/school leavers, Employability or placement activity or Post Graduate trainin.*

The interest group which comprised Adam Longcroft (Academic Director of Taught Programmes – Chair), Jim Gazzard (Professor in Workforce Futures, NSC), Jon Sharp (Head of Learning and Teaching Service), Sue Johnson (Consultancy and CPD Manager, REN), Sally Walker (Head of Partnerships) have met on 3 occasions in recent months to discuss possible ways forward. It is the view of the group that there is significant potential for UEA to develop areas of delivery as CPD so that they would contribute to the HEBCIS return (which in turn will generate Higher Education Innovation Funding (HEIF)) in addition to generating additional income from fees and providing the opportunity to work closely with businesses/employers in a different capacity (and consequently enhance employability).   This could include *inter alia* accreditation, validation, in-house training and endorsement, on-line courses, MOOCs, bespoke CPD.

Recommendation for LTC
The ADTP would therefore like to recommend that LTC considers establishing a formal broad-based **CPD Working Party** comprising the initial group named above and other nominees from each Faculty to report back with a summary of existing provision and with concrete proposals for CPD opportunities at the May 2014 meeting of LTC with concrete proposals for enhancing this area of activity.

Dr Adam Longcroft
ADTP
13.5.2013