

# Success Stories from the HEA Subject Centres

## Evidence of Impact

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UK Centre for Materials Education  
April 2010  
2<sup>nd</sup> edition



Celebrating ten years of enhanced  
learning and teaching

## Introduction

This booklet celebrates the contribution of the HEA Subject Centres to addressing the needs of discipline-based teachers and learners. Within these pages you will find a selection of the success stories from the past ten years. The stories merely illustrate the impact of the wide-ranging work of the 24 Subject Centres and no more than ten have been chosen from any individual Centre. They are presented in random order and are not indexed – simply browse!

April 2010

## Contributing Subject Centres

**ADM-HEA** (Art Design Media); **Bioscience**; **BMAF** (Business Management Accountancy and Finance); **CEBE** (Built Environment); **C-SAP** (Sociology, Anthropology, Politics); **Economics**; **Engineering**; **English**; **GEES** (Geography, Earth and Environmental Sciences); **Health Sciences and Practice**; **History, Classics and Archaeology**; **HLST** (Hospitality, Leisure, Sport & Tourism); **ICS** (Information & Computer Sciences); **LLAS** (Languages, Linguistics and Area Studies); **MEDEV** (Medicine, Dentistry & Veterinary Science); **MSOR** (Maths, Stats & OR); **PALATINE** (Dance, Drama and Music); **PRS** (Philosophical & Religious Studies); **Physical Sciences**; **Psychology**; **SWAP** (Social Policy and Social Work); **UKCLE** (Law); **UKCME** (Materials)

## Success Stories from the HEA Subject Centres

### The Faith Guides

In response to demand from across the disciplines for advice on consideration of faith issues in teaching, PRS published five Faith Guides on Christianity, Hinduism, Islam, Judaism and Sikhism, with a Buddhism Guide to be published this year:

These were well received and almost 2,500 guides have been distributed across the sector. Feedback has shown that these are a valued resource. Comments include:

*'I found the guides contained detailed information in a well laid out format. They are interesting and useful. In my experience we are not particularly good at addressing/considering issues around faith & religion for staff or students. I actually plan to use them in a teaching session with the students (along with some other material) a) to help them understand one another better and b) to encourage them to think about Faith & Religion when out in practice.'*

*'They provide a helpful general introduction and overview of each faith group. I believe it would benefit members of staff to read these because greater understanding would improve tolerance, empathy and hence the relationship through which learning takes place.'*

*'The faith guides have been very much appreciated by support staff e.g. in the International office and the Chaplaincy.'*

The guides are being used as an embedded resource in a variety of programmes.

**PRS**

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### Annual international conference

Now in its 12<sup>th</sup> year, the annual Teaching and Learning in History Conference has been instrumental in disseminating best practise in teaching and learning, and in community-building within the discipline at national and international level. Show-casing innovative exemplars in current practise and looking to the future are fundamental to each years conference programme. For example, in 2006 History SOTL (see below) was established as a direct result of conference discussions, and a session entitled 'Preparing Future Faculty' explored international ideas designed to promote the key area of expanded professional development of doctoral students who are preparing for an academic career. A PhD student participant commented:

*"At my institution we are now working on implementing some of the ideas raised throughout the day. I had started the day knowing I wish to be an academic in the future, but now I know what tools I need to help achieve that goal."* (**James Morris, Bournemouth University**)

*"Overall this is the best organized and most useful conference that I attend each year."* (**Phil Sheldrick, Australian National University, 2009 Conference delegate.**)

**HCA**

### **Great Expectations: workshops for postgraduate teachers**

Starting in 2008, the English Subject Centre has run several workshops geared to the needs of postgraduates who are new to teaching. Attended by over 80 postgraduates, the workshops concentrate on seminar teaching and assessment. One participant said

*'tips about how to approach and structure seminars made the prospect of teaching less daunting.'*

**English**

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### **Thriving in difficult times event**

This workshop, held in London in September 2009, was organised at relatively short notice in response to concerns about a loss of capacity in our subject areas. Fifty-one Heads of Department attended the event and the event feedback forms demonstrated 82% positive feedback for relevance and organisation.

*'Thriving in difficult times provided excellent advice and an opportunity for shared reflection amongst a wide range of language professionals.'*

**LLAS**

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### **Induction courses**

Since 2003, over 206 delegates have attended the MSOR induction course for new lectures with an average of 84% being satisfied or very satisfied overall with the workshop.

*'Great insight that it is possible to lecture calculus in a creative way.'* **(Delegate 2008)**

*'It's extremely useful to have something on teaching specific for maths as opposed to some generic talks.'* **(Delegate 2008)**

*'Meeting fellow academics at the same stage was useful. A chance to step back and look critically at teaching was welcome.'* **(Delegate 2008)**

**MSOR**

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### **Funded projects**

Psychology Network funded project reviewed and redesigned the peer development process in the School of Psychology at the University of Southampton. This project had student engagement throughout, and was so successful that the university senate decided to replace the university's existing peer observation process with a university-wide peer development process based in the work that we funded.

**Psychology**

### **Learning in Law Annual Conference 1999 to 2010**

Over the last ten years UKCLE's flagship annual conference has explored legal education across a range of themes and brought together representatives from law schools, vocational training providers, professional bodies and publishers to network, share and learn together. There has been an upward attendance trend, with over 200 delegates at the last event from a range of roles both in the UK and abroad, demonstrating its increasing relevance across the legal education sector. The conference has consistently pushed the boundaries, introducing new elements year on year, such as live streaming of the keynote and a wiki to access all papers in advance. Feedback has been consistently very positive, with comments such as *'the best legal education conference'*, and *'always stimulating, informative and innovative'*.

**Impact on student learning experience:** UKCLE is providing a recognised forum where debate is stimulated, good practice is shared and educators are learning from each other to drive standards up. Anything that helps to maintain and improve the standard of teaching impacts on the quality of the student learning experience as there is intrinsic linkage between the two. On a number of occasions students have also been directly involved in plenary panels and presentations. Feedback routinely provides examples of concepts and practices that attendees are going to 'try out' in their teaching.

*An opportunity to listen to some of the most vibrant thinkers and practitioners in legal education, to reflect and to make plans for the next cycle of teaching and course planning' (2007)*

*'Exciting ideas for innovative teaching techniques...'* (2009)

*'Excellent CPD for law teachers'* (2010)

*'(I intend to) develop storytelling and creative thinking as a means of helping students to understand case law / precedent / development of common law idea'* (2010)

**UKCLE**

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### **Professionalisation of Teaching in Clinical Education**

MEDEV works with colleagues in the Academy, subject associations such as ASME, AMEE, ADEE, AVTRW to raise standards of teaching in our disciplines in the UK. Our work in this area is our showcase. We have run over 150 workshops for 10,000+ staff in our workshop programme covering topics on every subject from career development to managing difficult clinical teaching situations. Highly successful have been the workshops on 'Standards Setting' and 'External Examining' which inevitably score a perfect 5/5 as excellent in both immediate and follow-up evaluation.

MEDEV staff are accreditors for the Higher Education Academy and the Academy of Medical Educators; mentor staff; review for NTF and AoME Fellowships; and have worked with the Academy recognition team to accredit some of the rapidly increasing number of Certificate, Diploma and Masters level programmes in Clinical Education.

Dr Sarah Bailie who has been affiliated with MEDEV since 2003 (then LTSN-01) when she took over a miniproject awarded to Dominic Mellor was named **THE Teacher of the Year in 2009**

**MEDEV**

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### **Development projects**

Development projects have had a huge impact in the physical sciences disciplines, often acting as pump priming for larger projects and having long lasting impact in the curriculum. Examples include promotion to chairs in recognition of teaching; applications for Royal Society fellowships; and HEFCE SIV funded projects. One successful development project holder commented:

*'... the productivity, creativity and enthusiasm of the students and other funding that is unlocked by having a supported project is powerful.'*

**Physical Sciences**

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### **As Agent/Catalyst for Change**

*"I doubt very much if the good practice and research and development which has occurred in the various areas PALATINE have led in would have occurred without their support, encouragement and leadership. The key themes of creativity, entrepreneurship and employability, reflective learning, the relationship between teaching and research, group assessment, practice-based teaching and so much else, have helped staff nationally to deal with really important topics that relate directly to the improvement of the student experience and the improvement of the skills, knowledge and abilities of students within this field."* **(Head of School)**

**PALATINE**

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### **Management of Change at Departmental / Faculty Level**

Providing effective strategies to address barriers to change in a range of higher education contexts:

*'It is good to have someone external, as with yourselves from the UKCME, to come in to the Department. If all the initiative for changing teaching and learning is left to me or colleagues, it is then very hard to drive forward. It is much better to have an external viewpoint. I think that has worked really well through the UKCME's Supported Change Programme. We can get too isolated, with just a perspective operating only from within this University'.* **(Departmental Director of Learning and Teaching)**

**UKCME**

### Consultancy and advice

*“It seems a long time since I first contacted you about ‘peer assessment’ back in 2006! Now we have this type of assessment embedded in our curriculum for which we in Manchester are immensely grateful...” (Comment to former Centre Director from lecturer in School of life Sciences, University of Manchester, Feb 2010)*

Feedback following CETL bidding process:

*“For this CETL we viewed engagement with the Centre to be pivotal in developing and executing our aims. We have been extremely satisfied with the help and advice that we have received since announcement of the successful outcome of our bid. Centre staff are already directly involved in the management structures being set up for [\*\*\*\*\*]”*

*“I used the website and electronic journals to find out about activities and found these useful. The paper describing dissemination, made available through [\*\*\*\*\*] is clear and helpful. I’m expecting to be in touch more fully now that we are up and running”.*

**Bioscience**

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### Teaching Exchange Scheme

CEBE has initiated a series of teaching exchanges where academics from one institution spend time with a partner HEI in order to compare and contrast how the different schools operate and to share good practice.

*“All in all, I found this a very stimulating exchange process and would recommend it wholeheartedly to others. It always helps to look outside one’s immediate environment and the usual way to do that is via external examining or RIBA Visiting Boards, but it is clear that with any of these methods one only gets a certain picture of what is going on. The CEBE staff exchange system gives one a chance to see what other schools are really like on a day-to-day basis.” (Architecture Lecturer)*

**CEBE**

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### Engagement with professional, statutory and regulatory bodies

Engagement with the over 40 professional, statutory and regulatory bodies (PSRBs) associated with our constituency on the topics of professional recognition helps to harmonise regulations for accreditation, e.g. every one of these bodies was individually and personally invited to an event to present and share experiences on the accreditation of *practice educators*. The meeting was attended by participants from 52 organisations, including 24 PSRBs, HEIs and NHS Trusts. There was a great deal of interest following the event to develop appropriate collaborations and networks.

*'Thank you for the marvellous day yesterday, it felt really productive and the start of something important in terms of people collaborating from their different perspectives for the same ends.'*

*'I think you have seized upon one of the most important issues facing us right now in the HE and health professional practice sector and am grateful to you for leading it.'*

It was also attended by representatives of the Nutrition Society which was developing regulations for public health nutrition. This has led to the setting up of an accreditation body, the Association for Nutrition. Other disciplines are in the process and benefit from the experience of comparable professional associations.

Work is ongoing with the National Association of Educators in Practice; the latest meeting on 17<sup>th</sup> March 2010.

## Health Sciences and Practice

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### Student Engagement and Student Learning

A focus on improving the student experience by involving students has been a key success of the Economics Network. Since 2001 the Network has undertaken biennial student surveys and annual student focus groups to understand the economics students' experience both across the community and at a departmental level. Five student surveys have been undertaken since 2001 with a total of over 10,000 respondents. Individual confidential reports have been returned to departments to support internal planning and provide more detail to National Student Survey results.

*"I'm glad you are taking the time to think of our feelings, Economics is an important subject and I hope you can use this to improve the quality of the learning for future students."* **(Student, student survey 2006)**

*"Many thanks for sending us the results of the survey. Very interesting and useful material and I am sure it will help in our revalidation of the Economics programme this year."* **(Head of Department, 2010)**

*"The survey results will be extremely useful for us, and we will certainly be incorporating these findings into our review."* **(Head of Department, 2010)**

## Economics

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### Personalised learning and e-portfolios

Through support for FDTL (e.g. Managed Environments for Portfolio-based Reflective Learning Integrated Support for Evidencing Outcomes + transferability funded in 2002) and JISC (e.g. IAMSECT 2004, EPICS 2004, ePET 2003 and EPICS2 2005) projects (in which we were a key partner) and a miniproject (in 2002), sessions in each of our Breaking Boundaries conferences in 2003 and 2005 and an ePortfolios conference (as part of EPICS)

in 2008 MEDEV has systematically promulgated the uptake of ePortfolios in our sector. All schools now support student learning with ePortfolios, and they are being developed into new tools such as Dynamic Learning Maps (2009).

**MEDEV**

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### **Joint Social Work Education Conference (JSWEC)**

Changes to practice reported:

*“Use of online technology to support practice learning to enhance the quality of practice learning and the support to practice learning providers”.*

*“The content of the presentations have confirmed to us that the topic we have worked on, exploration of self through experiential creative methods in SW Ed is important to be developed further. Some inter-university collaboration possible. Similar plans and arrangements on service user involvement”.*

*“An increased awareness of the range of research being undertaken around the country which I will incorporate more explicitly into my teaching; the motivation to follow up research ideas/topics, including the publication of my own; trying out ideas from other universities to tackle similar problems in teaching and learning; direct contribution to the TaskForce...”*

*“Ideas for evaluation of PQ courses - I am running a CPSP for mental health practitioners and we need to evaluate it. I have collected information about the evaluation of PQ from 2 presentations and one presenter has sent me his paper - I will use these in developing my evaluation.”*

**SWAP**

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### **Planet, the GEES Subject Centre Publication**

The first Planet was published in January 2001, and since its inception 22 editions have been published, the 23rd is in process.

*‘Planet is an easy way to get my colleagues to discuss learning and teaching issues- I throw several copies in the staff coffee area, and there is always someone reading it when I walk through.’*

*‘Thanks for the opportunity to publish my work in Planet- it has acted as a spring-board for more research, and I have had a paper on this accepted in the Journal of Geography in Higher Education.’*

Special Edition Planet (17), ‘Threshold Concepts and Troublesome Knowledge’: *‘[the] GEES [Subject Centre] and especially Planet 17 were enthusiastically recommended to me by Professor Jan Meyer, whom I met in Canada just last week. I am planning to do some intensive research in my own department on field learning. Prof. Meyer thought your impressive volume would be helpful in convincing my own department head of the value of pedagogic research.’*

*'I make sure all the new teaching staff get copies of Planet, it really helps them to see that there is support for learning and teaching and lots of ideas that can be adopted. It is particularly useful for our new academics who have first and second degrees in other disciplines, in recent years in chemistry, maths, economics, and forestry. Planet provides valuable discipline context and ideas.*

**GEES**

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### **Website**

In the last year, the Engineering Subject Centre website has had visitors from over 204 countries. 2008 saw the beginning of a series of online seminars hosted by the Centre including one held in the virtual world of second life. *"I hope we will have more of these events!* was one of the comments on the event feedback forms. In the online resource database we have over 1000 recommended resources and in 2010 we have begun to deposit open engineering resources for teaching into the newly launched Jorum Open repository.

**Engineering**

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### **Employer Engagement Activities**

CEBE has led the development of a series of guides and workshops on employer engagement to promote a practical understanding of 'how to' work effectively with employers. Participant responses have been very enthusiastic –

*"It was worth every minute of my time and I would like to attend further workshops in future."*

*"The workshop is a reflection of the practicalities of engaging with the industry - a very useful and informative event."*

**CEBE**

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### **Graduate Teaching Assistant Support workshops**

Biennial workshops to support GTA's of both classics and archaeology, exceptionally popular and one comment after such an event was that

*'it was better than anything my department ever organised'.*

These workshops try to address the common problems faced by aspiring lecturers and help them develop good practice for the future.

**HCA**

### The workshop programme

The workshop programme has had excellent evaluations from delegates (98% satisfaction+) that demonstrate the impact on their teaching and confidence, e.g.

Numeracy workshop for drug calculation: *'Thanks for organising today's session on the assessment of numeracy. It was one of the best nursing conferences that I have attended...'*

A workshop for new academic staff 'From expert to novice' addressed the issues involved in expert practitioners becoming novice teachers. Their staff development needs differ from those who follow the more traditional teaching staff routes in HEIs.

*Insight into new techniques, then used in own department e.g. Turning Point.*

*Introduced the Patchwork Text into a module on the PG CHSCE.*

*Now involved in facilitating a session on needs and support for dyslexic student nurses and midwives for mentors in training.*

### Health Sciences and Practice

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### Websites

The Network has three comprehensive websites: the main Economics Network site, *Why Study Economics?* (for prospective students) and *Studying Economics* (for undergraduates). These have had a total of 173 new resources specifically created for them in 2008/9.

The Network's main site, [www.economicsnetwork.ac.uk](http://www.economicsnetwork.ac.uk), currently receives around two and a half million hits per year, including for its two peer-reviewed journals. The Network's student-focused sites attract an additional half million hits per year. The main site contains resources under 49 sub-disciplinary categories, 22 pedagogical categories and 6 lecturer role categories.

*"I really enjoy reading the case studies and trying to introduce the new ideas into my teaching."*

*"The question bank has been useful in tutorial plenary sessions and the case studies have been incorporated into tutorials too."*

*"Case Studies and question bank have been time saving; Lecturer handbook is very useful for subject reviews and programme revision; Website resources helpful for sources of data."*

*"The resources have helped to make me think about alternative ways of delivering the material. They have also given me confidence to try new things out to see how they work. Knowing that other departments have tried new techniques with success gives me confidence to try new things in my own units." (Quotes from the Lecturers' survey 2009)*

*“...thanks for the valuable work of the Economics-network done by you and your colleagues.” (Head of Department talking about the external examiners’ database, 2009)*

**Economics**

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### **Working with Sector Skills Councils: 'Skills for Success'**

The HLST Network collaborated with three sector skills councils (SkillsActive, Skillsmart and People 1st) on a project to map career progression in the leisure, retail and hospitality sectors.

Over the summer of 2007, thirty-four managers working in these sectors were interviewed about their careers to date and their aspirations for the future. They talked about their skills and qualifications, and the relevance of these to the jobs they were doing. The result is a series of case studies, with ideas for use by higher education staff, careers advisors, trainers and employers in the sectors. The case studies are available in hard copy as a booklet and are available on the website.

This project led to close working relationships with the three sector skills councils; SkillsActive and People 1<sup>st</sup> are now working with HLST on the 14 – 19 Diplomas, and have been attending our annual conference regularly since 2007. Both Sector Skills Councils are represented on the HLST Advisory Board with reciprocal contributions invited by SkillsActive within its committee structure.

**John Thorpe, Head of Technical Standards Unit, SkillsActive**, in his speech at the HLST Conference on Employer Engagement, 2008, said:

*“Relationships between SkillsActive and higher education have, I believe, always been cordial. Various activities have taken place over the 5 years or so that we have been a sector skills council. During the past year or so we have enjoyed working with the HE Academy HLST Network to produce “Skills for Success”. It was a collaborative project with two other sector skills councils as well as HLST – a great example of working in harmony”.*

**HLST**

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### **Annual Conference**

BMAF’s annual conference is regarded across the business education community as an event not to be missed and attracts delegates across the UK and overseas. As well as a platform for sharing innovation in teaching, learning and assessment, it provides an opportunity to showcase research findings and receive feedback from their peers. To ensure access locations across the UK have been used – Oxford, Birmingham, Edinburgh, Cardiff and this year Newcastle.

Conference delegates' evaluations indicate very positive feedback on the programme content, highlighting once again how BMAF's activities are impacting on the student experience by bringing about change in teaching practices as well as providing a platform for innovation and the dissemination of new ideas.

**'What will you take on and use with your students?'**

*"Improving the support systems for entrepreneurial students; improving the way we give feedback on assessment; how we deliver subject/skills balance; how and what we assess". (Cardiff 2009)*

*"Some good ideas about RPA; Scrutiny of language in assessment; Development of learning packages using multimedia". (Edinburgh 2008)*

**'What were the best aspects of the conference?'**

*"Well organized; networking opportunities; access to new ideas; great keynotes; sharing good practice; friendliness and helpfulness of BMAF staff". (Cardiff 2009).*

*"Shared interests among participants; Non-threatening atmosphere; Good location. Variety of meaningful content – materials and methods". (Edinburgh 2008)*

*"Mix of sessions, keynotes, workshops and research papers; Picking up common themes and strands. Networking; Papers – opportunity to share research and get an insight into what others are doing. Exchanging ideas for good practice". (Aston 2007)*

**BMAF**

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**Teaching the New English**

*Teaching the New English* is a series of books about teaching English in HE conceived by the English Subject Centre in 2002. Published by Palgrave Macmillan with the English Subject Centre as series editor, the series now amounts to nine volumes (with more in the pipeline) and over 3000 copies have been sold around the world. The three latest volumes to be published are '*Teaching Nineteenth Century Fiction*', '*Teaching Modernist Poetry*' and '*Teaching Romanticism*'. The series is the first and only one of its kind in the UK and has created a space for pedagogical publication that did not exist previously

*"Imaginatively conceived and professionally edited, the series will be required reading for instructors in English studies worldwide."* (Elaine Showalter, Professor Emerita of English at Princeton University)

**English**

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**The Student Essay Competition 2009**

In 2009 UKCLE received 52 entries from students across UK law schools on 'How does the reality of studying law match your initial expectations?' It was a very successful competition, with high quality essays that have informed a research study. The winning entry was from James Tanner, University of Oxford.

**Impact on student learning experience:** Students are directly engaging with UKCLE on legal education topics, and their perspective is helping to inform our thinking – for example, our evaluation of the 2009 competition entries demonstrates the significance of the affective domain in the way students think about and express reflection on their learning. This insight will be used, with others, to inform UKCLE's student engagement activities in the next planning cycle.

**UKCLE**

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### **Dialogues in Art and Design – Promoting and Sharing Excellence**

The *Dialogues in Art - Promoting and Sharing Excellence* conference held at York St John University in 2009 focused on disseminating the work of the Centres for Excellence in Teaching and Learning (CETLs) in art, design and media subjects. An aspect of ADM-HEA's involvement in this event was production of the pre-conference book that brought together 34 research papers from 16 CETLs. Feedback has indicated that the event and publication have enabled broad dissemination of the research and developments resulting from CETL investment:

*"As a senior manager I have used the information from the CETL dissemination to support colleagues developing teaching and learning by engaging with changing practices."*

**ADM**

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### **Regional networks**

History was the first community within the Subject Centre network to develop regional networks. History is a large discipline with a presence in most higher education institutions, and many further education colleges. Whilst the Subject Centre runs national events for colleagues, inevitably these can only be attended by a minority of staff: the regional networks form part of a strategy to engage with specific sections of the history community and reach educators throughout the UK, but particularly those at a distance from London, to supplement our national activities. Since 2003 entire series' of events on, for example, Modern British History and the Long Eighteenth Century have been run by the North-West Network, and one-off workshops on innovations in e-learning have run across the country. Attendance is consistently high because of efficiencies that can be made in terms of time and travel expenses, but also in terms of ongoing collaborative possibilities enabled by the close proximity of colleagues.

*"There are many practitioners of innovative History teaching and learning in the Midlands and the network provides an effective opportunity to disseminate good practice."* (Richard Hawkins in the December 2009 History Subject Centre Newsletter, University of Wolverhampton, Midland Network Convenor)

Comment from a network event on 'Teaching Visual Sources' held in March 2010:

*"This workshop has provided a wealth of ideas on teaching planning and strategy, sources and subject matter. I'm sure that I'll get a great deal of use from it."* (**Jane Hamlett, Royal Holloway, University of London**)

HCA

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### **Conference: Islam in Higher Education**

The *Islam in Higher Education* conference was organised by the Higher Education Academy Subject Centre for Philosophical Studies, the Association of Muslim Social Scientists UK (AMSS) and the Centre for the Study of Islam and Christian-Muslim relations (CSIC), University of Birmingham.

Over one hundred people attended during the two days. A significant proportion of the audience worked in higher education sectors in the UK (including universities, HE colleges, Islamic Studies/Theology and Religious Studies departments, and the independent sector). There were representatives from Muslim communities, organisations, mosques and media. Participants had come from Saudi Arabia, Egypt, Malaysia, USA, Turkey, and Europe.

The conference was instigated because the organisers felt that Islam in higher education represents a significant theme in the present political, religious and education climate, not just for those directly involved in Islamic Studies, but for the wider academy, the Muslim community and UK society. This was especially pertinent, given that approaches towards the study of Islam also have international implications, in terms of the diverse ways in which Islam and Muslims can be understood and interpreted in an ever-changing global context. The conference sought to bring together participants with a broad range of experiences relating to Islam in Higher Education, to interact on these crucial issues.

PRS

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### **700 reasons for studying languages**

The '700 reasons' suite of materials comprises a research report, searchable database and classroom poster, which are used for marketing languages and helping educators to promote language study.

*'According to the Worton Review, languages, linguistics and area studies needs to build an identity for itself in order to attract students and raise its profile. The LLAS Subject Centre has already made important contributions in this area by producing material such as ... the list of 700 reasons to study languages ... I hope that it will continue to receive the necessary support to carry on this excellent work and play a leading role in the subject community.'*

LLAS

### **Clinical Skills Online – from small acorns**

In 2004 MEDEV awarded a £3,000 mini-project “Embracing Interprofessionalism by Integrating Clinical Skills and Multimedia” to Charavanan Balasubramaniam at St. George's, University of London (SGUL). The resulting clinical skills videos have been uploaded into YouTube, MedEdPortal and Jorum where they are accessed by hundreds of thousands every year. Jorum still uses them to illustrate its service. Chara won best poster for this work at the Association of Medical Education in Europe annual conference (routinely attracting over 3000 participants) in 2005. In 2005 his colleague Terry Poulton was invited by MEDEV to participate in a ‘virtual patients’ workshop that they were running for the IMS after which SGUL set up a collaboration with Medbiquitous US. They successfully applied (with MEDEV support) for JISC funds for repurposing some of their clinical skills videos (REHASH and eVIP projects). MEDEV staff were on the Advisory Board. In 2006 they were awarded a European eContent project ‘ReViP’) from which they established MedBiquitous Europe. In total SGUL has secured over 2.5M in JISC and EU funding alone, and is a sought after partner in any international eLearning project. SGUL and MEDEV are organising the 2<sup>nd</sup> annual Medbiquitous conference in London in April 2010. Staff have been promoted and SGUL international reputation has been enhanced.

**MEDEV**

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### **Working Higher**

Working Higher is a £2.9M HEFCE funded project which is being led by the UK Physical Sciences Centre and Cogent, the Sector Skills Council for chemical, pharmaceutical and nuclear related industries. This project promotes the development of employer co-funded provision, development of employer engagement and foundation degrees across 5 industrial sectors. Working with a consortium of Universities the project is developing Foundation Degrees to support skills development in line with Government aims. Dr Brian Murphy, Director of Science and Research at Cogent and Co-Director of Working Higher said:

*“Working Higher is an intervention to ensure the future skills of the science-based industries. It is my ambition that this initiative will become a landmark collaboration to drive up higher level skills.”*

**Physical Sciences**

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### **The HLST periodical, “LINK”**

First published in 2001, twenty four issues of LINK have now been published with LINK 25 in press. As well as including news about HLST and its activities and about other agencies, each issue takes a theme reflecting a contemporary issue in learning, teaching and assessment. Contributions are invited from those who have undertaken developmental work in the area; to represent evidence-based effective practice adopted by individuals, course teams or institutions, and to represent perspectives across the HLST grouping of subjects.

3,000 copies of each issue of LINK are published and disseminated widely. Being themed, it is a publication which is kept for future reference by practitioners. It is also available on the HLST web site. LINK is frequently cited as a useful and relevant resource which can stimulate changes in practice.

*"I have just had a call from \*\*\*\* London, asking for more copies of LINK. He has just had lunch with the Vice Principal who has asked to be put on our mailing list too."*

*"I thought you might like to see the speed with which the University of \*\*\*\*. has responded to your publication of my case study. The deputy vice chancellor was impressed by your site and instructed the placements site of our university to demonstrate good practice. I have had many well-wishers but also a number of people, who have said that they have started reading your website, from other areas around the University. It would seem that this sort of practice, therefore, encourages broader working."*

**HLST**

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### **More Maths Grads**

The Network co-ordinated this HEFCE-funded project working with our professional bodies/learned societies (IMA, LMS, RSS) and the Heads of Departments (HoDoMS). The project's principal aim was to increase the status of the mathematical sciences in the minds of school and college students so that more of them choose to take mathematics at A level and then go on to mathematically rich degree courses. A key element of this work the development of a plethora of careers resources showing how the mathematical sciences are a feature of an extremely wide range of careers.

*I am delighted that the More Maths Grads Project has been able to make an impact in improving standards of mathematics education and increasing the number continuing to study mathematics after 16."* **(Rt Hon Charles Clarke MP)**

*"MMG has successfully targeted both the critical importance of, and the ongoing need for, more mathematics graduates in all walks of life in society."* **(Sir Peter Williams, Former Chair of ACME)**

**MSOR**

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### **Evidence that what we do is valued by our communities of practice**

Would you recommend PALATINE to a colleague who may not have heard of us before?

Yes, unequivocally	85%
Yes, with some reservations	11%
No	4%

**(Impact survey 2009. n = 116)**

**PALATINE**

## Student Engagement – Course Representation

Developing approaches for effective student consultations of learning and teaching:

*‘The most effective aspect of UKCME training has been the useful appreciation of the potential limitations and nature of discourse with lecturers and peers. I have a clearer understanding of the roles needed in being a Departmental Rep’. (2<sup>nd</sup> Year Student Rep participant)*

**UKCME**

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## Publications and Resources

*‘What a difference to teaching [ImageBank] has made! Thank you!’ (Centre annual report 06/07)*

Comments pertaining to our learning guide on Effective Use of IT: Guidance on practice in the Biosciences:

*‘We are desperately trying to get [across] the idea that [e-learning] has to be technology based on sound pedagogy, not just putting your notes on the web. The first chapter beautifully summarises that for me!’*

*‘The e-journal [referring to Bioscience Education] - a fantastic source of information and a practical voice for our own work.’ (Rep, 2008 Bioscience Reps Forum)*

**Audit tools:** *‘I use the Bioscience audit for employability in all my workshops with staff - its excellent!’ (Comment received from member of staff at University of Central England)*

**Bioscience**

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## External Examiners

SWAP has worked in collaboration with the 4 UK Care Councils (the regulatory bodies for social work) to support the work of external examiners through (1) an annual workshop (b) creation of a database of external examiners (c) publication of guidance on the external examiner role and (d) reviewing a sample of external examiner reports. This year the workshop was held on assessment and was open to both external examiners and Heads of Programmes

*‘I’m just writing to thank you for your help with this. We had 14 replies in total and have now made an appointment. I really appreciate having been able to do it this way as it saved me much time and effort in making individual approaches.’*

**SWAP**

### **Professionalization of teaching: GEES Early Career Lecturers' Workshop**

In the first ten years of GEES this two-day residential workshop has run nine times with over 240 participants. This discipline specific workshop is delivered by a range of GEES academics who bring their diverse knowledge of pedagogy and the classroom to the event.

*'Excellent seeing good teaching methods in practice and being taught by very experienced colleagues. Great to be able to apply teaching and learning issues specifically to geography.'*

*'The introductions to e-learning (and podcasting) were very helpful. I am normally nervous about using IT, but this did make it seem approachable and do-able. Definitely things I will try to apply.'*

*'Prior to starting lecturing I had worked for an environmental consultancy immediately following completion of my PhD and therefore had had very limited experience of teaching in higher education at that point, and limited experience of other HE institutions. The New Lecturer's workshop was important to me at that stage of my career for several reasons, including: providing perspectives from people at different institutions; feeling part of a supportive teaching community; providing ideas and inspiration for ways of developing my teaching activities; and providing an emphasis on the importance of quality teaching and learning to balance an often perceived emphasis on research activities. Overall, I believe the workshop is an excellent opportunity for new lecturers.'*

**GEES**

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### **Working with the Engineering Subject Centre**

**Associate Elaine Smith, Glasgow Caledonian University**, said that working with the Engineering Subject Centre had made her *"more aware of the importance of being informed by the experience and research of others"* and that Centre resources and networking opportunities facilitated more rapid dissemination of good practice and research. She explained that the same rigour should be applied to the learning environment as to any technical research area and that *"collaboration with the Subject Centre is an excellent way to introduce improvements and to manage change."*

### **Working with engineering departments**

An external evaluation of departmental visits in 2008 proved very constructive. One contact (HEI 8) commented that

*"Having attended HEA York's and other Subject Centre's events, and having contributed to their workshops/activities I regard the Engineering Subject Centre as being very effective and having a clear and respected leadership role in engineering education."*

**Engineering**

### **Close relationships with Subject Associations**

We have extremely good relations with all our subject associations. We co-organise events and projects with them, each one is represented on our advisory board and we sit on theirs.

**HCA**

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### **Working with Sector Skills Councils: 14-19 Diploma Developments**

HLST has been active in the development of the three new Diplomas (Hospitality, Travel and Tourism and Sport and Active Leisure) and has worked successfully with the Sector Skills Councils (SSCs) in developing them, and particularly SkillsActive on the Sport and Active Leisure Diploma (SALD). The SSCs saw HLST as the natural vehicle for consulting with higher education and for representing the interests of each subject constituency.

HLST has also worked closely with SSCs to communicate developments to the relevant subject constituencies and to enable the latter to discuss and debate important issues like progression from Diploma to HE, the involvement of HEIs in the design and development of Lines of Learning and, indeed, the delivery of Additional Specialist Learning Units. The SSCs have contributed to several events including two Annual HLST Conferences and a Diploma Think Tank organised and hosted by HLST in April 2010.

**HLST**

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### **ICS are proud of:**

Funding from Microsoft for the Innovative Teaching Development Fund.

Funding from JISC for the Reusable Learning Objectives Fund.

**ICS**

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### **Key Contacts**

BMAF has 147 Key Contacts representing 120 universities across the UK (March 2010) who act as the academic gateway for their colleagues, enabling them to share their innovation in teaching and learning as well as contributing to and drawing on the wealth of experience and resources BMAF has to offer. Regular meetings are organised for Key Contacts in different parts of the UK at least once a year.

At the most recent meeting of the key contacts the Ideas, Creativity and Entrepreneurship (ICE) centre at Manchester Metropolitan University presented its innovative programme of entrepreneurial learning which is now embedded into its undergraduate courses. This is just one example of a model of innovation which has now been taken back into the subject community and which will benefit students across the sector.

**BMAF**

**ENGAGE! – Awayday for student reps (in partnership with Subject Centre for Materials (UKCME) and Subject Centre for History, Classics & Archaeology.**

Excellent example of collaboration between Subject Centres and a very successful event.

*Took away clear aim to set up mentoring scheme in my college".*

*"The Engage! experience has given me a lot more confidence as a student rep. I now realize that many other student reps face the same types of issues in their institutions, and that with some hard work and dedication, these issues can be dealt with and solved."*

*"Engage! made me more motivated and inspired in what reps can do."*

*"It has given me a greater view on the overall rep position within universities, and the impact it can have."*

**PALATINE**

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**Supporting academic practice**

The role of the UK Physical Sciences Centre is to work with a wide range of people in and across the Higher Education Sector, as well as key stakeholders from outside the sector, such as employer organisations and professional bodies. It is important to note that the Centre is the key hub organisation to coordinate all such developments that may have a direct or indirect effect on individual academics, their departments and institutions. One way to support this is through national events to inform people and one academic has commented:

*"Very rarely did I come away from a meeting, workshop or conference without being enthusiastic about something new to develop, try out or share with my colleagues."*

Another core support activity is our website, providing a wealth of resources, information and publications to support the sector:

*"The Physical Sciences Subject Centre website is a veritable mine of resources and information: most very useful, some absolutely essential."*

**Physical Sciences**

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**The SIMPLE Project 2008 and SIMshare Project 2010**

SIMPLE (SIMulated Professional Learning Environment) was an innovative project led by Professor Paul Maharg (then of University of Strathclyde) and UKCLE's Patricia McKellar. It resulted in the delivery of a sophisticated open source online simulation tool with cross disciplinary application, which has received national and international acclaim. In May 2009 SIMPLE was designated best simulation toolkit in the IMS 2009 Global Learning Impact Awards and in September received the innovation in e-assessment award at the JISC Scottish e-Assessment Awards.

**Impact on student learning experience:** The tool is of direct benefit to educators and students. SIMPLE supports the creation of a virtual town where students engage in authentic simulations of professional transactions. To date, at least a dozen UK departments are using or experimenting with SIMPLE simulations, with a number developing outside the UK. UKCLE is currently building on this work in the Open Educational Resources project SIMshare, which will make a range of simulations from both law and other disciplines freely available under creative commons licences.

*'Experiential learning has the capacity to transform legal education. One as yet under-developed heuristic is simulation. In its support for initiatives such as the SIMulated Professional Learning Environment (SIMPLE) and the SIMshare projects UKCLE is facilitating fundamental change in the teaching and learning environments of UK law schools.'* **(Professor Paul Maharg University of Northumbria)**

*'UKCLE's work in this area is in advance of anything else available to us. From where we are now it is like a glimpse of the 22<sup>nd</sup> century!'* **(Professor Dr Marian Paschke University of Hamburg)**

**UKCLE**

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### **National Subject Profiles**

Undertaking analysis of subject-based learning and teaching trends on a national basis:

*'I am seriously impressed with the depth of research that has taken place with this UKCME report "The National Subject Profile FOR Higher Education Programmes in Materials", and I see this as a powerful tool in setting mid-range strategy for the Materials discipline in UK.'* **(Managing Director, UK-based Materials coatings manufacturer)**

**UKCME**

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### **Miniproject**

A 2007 Psychology Network funded miniproject at Surrey and Canterbury Christ Church Universities assessed the feasibility and effectiveness of involving service users and carers in the placement activity of clinical psychology trainees. Feedback from trainees and users and carers gained as part of the project showed that both groups found user and carer involvement very beneficial. The project is continuing and is now being funded by the South East Coast Strategic Health Authority. It is expected that the project will be extended to trainees on placement with other Trusts within the catchment areas of the two training programmes.

**Psychology**

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### **Student Award**

After reading an entry from a student in their department one Bioscience Representative **(key contact)** responded:

*"...that is perfect. Exactly what I hoped for looking through Rachel's entry and finding "I've learnt that things that seem to be of the least use at the time are often the ones that turn out to be the most precious." ... I always try to convey that to students... with her permission I could quote her now."*

**Bioscience**

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### **Networks magazine**

ADM-HEA has published 9 issues of its triannual publication, *Networks*, since Summer 2007. The publication is distributed directly (in hard copy format) to 1,925 individuals and email notification of the publication is sent to a further 333 individuals involved in art, design and media higher education institutions. A further 772 copies are distributed to a total of 29 HE institutions as bulk mailings. The magazine aims to raise awareness of, and share effective and evidence informed practice across the sector. This year an evaluation survey assessing the impact of *Networks* on the sector has so far received 120 responses. The responses show that 91% thought that the content was interesting and informative. Respondents indicated that the publication has impacted on teaching practice and student learning in the following ways:

*"Features and reports provided valuable ideas for delivering workshops to students",  
"News and articles have boosted opportunities, created networks and activities that have, and are, changing student lives."*

**ADM**

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### **E-supported Learning and Teaching Enhancement (ELTE)**

The Joint Information Systems Committee (JISC) and the Social Care Institute for Excellence (SCIE) funded SWAP to undertake a two-year e-learning development and dissemination project for technology supported learning and teaching in social policy and social work. Several publications and events were delivered, including a highly-rated event, Techtrain: a hands-on workshop for participants to create their own learning resources using a variety of technologies.

*"I have been using the electronic forum resources more frequently since the event. This is also due to the required PGC framework."*

*"Now using an efolio tool with students, built our own from ideas from the event and how people had used/done efolios. We have done it using moodle".*

**SWAP**

### Engaging with students: 'Them & Us'

A GEES placement student undertook a year-long project in 2007 to produce a publication themed around the GEES student learning experience. Entitled **Them & Us**, it contains articles written by students and staff, alongside advice, information and research into GEES student perceptions and attitudes.

A series of student focus groups were set up to provide an editorial sounding board, and an accompanying wiki developed to run alongside the hard-copy publication. Copies were sent to all GEES departments in the UK and to appropriate school organizations, such as the Earth Science Teachers' Association and the Geographical Association.

*'This is unlike other overly formal publications I have seen and seems totally appropriate to the intended audience and aims. I think it is practical and down-to-earth and will be publicising it accordingly to students!'*

*'Thank you for sending a pack of 'Them & Us' to the ESTA conference- I took it back to our school, and my students were really interested, it provoked a lot of discussion, not just about the GEES subjects, but about what it was like at University, and what you could do afterwards as a career.'*

**GEES**

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### Virtual Worlds: educational undertakings in Second Life

The English Subject Centre has supported a number of projects that have explored the teaching potential of Second Life. The Theatron Project reconstructed theatres from different historical periods so that they could be explored and understood by students; staff and students at the University of Hertfordshire created a virtual reality literary magazine and another project is building a three-dimensional virtual model of a printing press of the kind used to print books in the 16th, 17th and 18th centuries to enable students to be used for teaching purposes.

**English**

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### Post-graduate workshops

Since 2005 634 post-graduate students have attended a dedicated MSOR workshop. These are hosted by faculties as part of their training programmes for PG students who teach as well as advertised for students to attend nationally.

*'It gave me lots of ideas to use in my teaching. I particularly liked the methods taught on how to deal with 'difficult' personality types'. (University of Nottingham delegate 2008)*

*'A very beneficial insight into small group teaching. I will be modifying my small group teaching technique accordingly'. (University of Ulster delegate 2008)*

*'I am writing on behalf of the School of Mathematics and Statistics to thank you and your colleagues for providing an excellent training event on Tuesday 21<sup>st</sup> October 2008. The workshop provided by the MSOR is important to us and ensures our Postgraduate Students and Research Associates are informed of good practice and equips them to assist with the teaching of our Undergraduate students. The feedback was very positive and enforces the importance of this event.'* **(Head of School 2008)**

**MSOR**

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### **eLibrary**

The re-launch of the History website and eLibrary has been a resounding success. Since it came online in August 2009, it has had nearly 10,000 page views by nearly 800 individual visitors. Whilst the most popular resources have been those recently added, the databases have also allowed renewed access of many resources created throughout the 10 year history of the Subject Centre. For example, since August, 350 individuals have read through Kimm Curran's report on "Teaching the Crusades", written in August 2009. Furthermore, according to traffic analysis, a large proportion of these readers came to the resource directly from Google or other search engines using very generalised keywords, demonstrating the prominence of Subject Centre resources. Elearning resources have likewise generated a number of visitors, including Kevin Linch's discussion of "Using Texting Technology in History" (2006) which has been read by nearly 100 individuals. Even very early resources, such as Bruce M. S. Campbell's 2000 case study on essay marking, remain popular and regularly accessed. The breadth of the centre's open-educational resources can also be seen in expanding the value of workshops and event. The various session at the "Innovative Uses of Teaching and Learning Space in History, Classics and Archaeology" workshop, held at the University of Warwick in December 2008, were captured on digital video and later uploaded to the eLibrary. These video resources remain the most popular on the website, attracting several unique hits each day, essentially continuing the impact of the workshop throughout the year.

**HCA**

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### **Publication programme**

The Engineering Subject Centre's publication programme produces guides and reports in areas that have been identified as key topics in engineering education. **Associate Roger Penlington of Northumbria University** reported that:

*"During a recent accreditation visit it became obvious that both the Panel and ourselves had been informed in our approaches by the Subject Centre's Guide 'Assessment of Learning Outcomes' - this resulted in a very constructive dialogue and contributed to a positive outcome of the visit."*

**Engineering**

### Special Interest Groups

Special Interest Groups and other themed networks have been established by BMAF over the past 3-4 years as a means of both increasing the capacity and reach of the BMAF Network and to meet the needs of business educators. In some cases these are in partnership with professional and subject associations - British Accounting Association, Academy of Marketing, University Forum for HRD – and others around a range of themes – employability, internationalisation, project management, entrepreneurial learning, technology-enhanced learning.

The SIGs all operate slightly differently depending on their contexts and the needs of their membership but most offer one or two workshops each year (see Workshop Programme) and contribute to the Annual Conference, both in terms of content and as reviewers and chairs. They also offer BMAF wider influence and impact with the SIG Leads or others representing the Network at meetings and events, e.g. National Council for Graduate Recruitment, British Council, United Kingdom Council for International Student Affairs, Enterprise Educators UK, Institute of Small Business and Enterprise, Quality Assurance Agency, Welsh Government. This influence is recognised with one of the SIG Leads appointed to the BAF Advisory Board.

In addition to one-day workshops, SIGs also have provided: Small project grants, Travel scholarships, Contributions for publications (BMAF Magazine, IJME, Enhancing series), Case studies for the Academy, Updates of graduate employability profiles, SIG Conferences.

**BMAF**

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### Doing Philosophy: A Practical Guide for Students

In 2006 PRS was approached by Continuum publishers, who had had various recommendations from philosophy departments that we might be a good place to look for authors to write a book on philosophy-specific study skills. A team drawn from across PRS co-authored this successful book, which brings together work from across the Subject Centre on issues of transition and learning and teaching in philosophy:

PRS is currently evaluating the success of the project with an online survey, plus targeted student focus groups. Preliminary findings suggest that the book has proved very useful to students:

81.5% found the section on 'reading philosophy' very useful or useful

87.1% found the section on 'writing philosophy' very useful or useful

**Comments from students** included:

*Excellent book. I bought it before my course and so regarded parts as less important. Half way through my first year I see how valuable it has been and especially refer to it when I need to 'calm' myself Reassuring!*

*I thought it was a good book and actually brought something new to my studies where as some books just seem to be churning up the same as ten other books of similar titles and telling me nothing new.*

*Better than a study guide ... there was so much more to take away from it.*

**Comments from philosophy academics** included:

*Anyone coming to the study of philosophy at university for the first time will find help here, and some more advanced students might gain from reading, too...by offering a clear account of some of the barriers to successful engagement with philosophical texts and questions, and helping to overcome them, [the authors] have done a real service. (Dr Dave Leal, Brasenose College, University of Oxford, UK)*

*This is an excellent book, and I'll definitely be advising my first-year Philosophy students to buy it. Doing Philosophy basically tells the student beginning philosophy at university everything they need to know. The topics include finding resources, reading philosophy, plagiarism, referencing, taking notes, seminar discussions, and more. In particular, I think the chapter on writing philosophy - and especially the examples of essay questions, together with advice on how to tackle them - will be hugely useful. It's easy to forget just how different writing a philosophy essay is to anything else most beginning philosophy students have done; even (perhaps especially) those who have studied philosophy at A-level. The authors guide the student through each question, showing them how to find and filter relevant information, how to make sure they stick to the question, and how to maintain a properly philosophical approach to the topic. I'm sure beginning students - and their teachers - will be very grateful. (Dr Helen Beebee, University of Birmingham)*

PRS

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**Graduates with impact: Universities Medical Assessment Partnership (UMAP) – permanent policy change**

In 2002 MEDEV (then LTSN-01) hosted a bid-planning meeting for those able to bid for FDTL4 funding. One of the projects which emerged (supported by MEDEV staff who were involved from inception to-date) was a collaboration to establish sharing high quality assessment practices and questions. High quality assessment means that only students who are safe to practice graduate onto the provisional professional register and are able to care for and treat patients.

This project was led by Paul O'Neil at University of Manchester, The successful project (5 partners) was supported by MEDEV who worked with Manchester on appointments, plans, processes, technology, expanded to 16 schools and went self-funding in 2008 follow additional grants from FDTL4 transferability and JISC UK-CDR project (which MEDEV staff co-wrote and assisted with implementing).

In 2010 the Medical Schools Council announced that all medical schools would be required to participate in UMAP which would be renamed and expanded to accommodate the larger consortium. Paul became Head of Manchester Medical School in 2006 and has been asked to chair the MSC committee on Selection into the Foundation Programme. Ged Byrne was awarded NTF status in 2009.

**MEDEV**

### **CEBE Workshops for new teachers of Architecture**

CEBE runs an annual workshop for new teachers of architecture. It focuses on design studio teaching. Feedback from the workshops is usually very positive. One participant commented on how the workshop encouraged him to think in a more creative way about his assessment practices.

*“We had [previously] only done other types of reviews and so learnt new techniques that I am introducing like how to manage reviews and assess the students and make the process better. We were energised into action by the workshop”.* **(Architecture Lecturer)**

**CEBE**

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### **Teaching and Learning Guides**

Thus far 7 booklets with guidelines for teaching issues in archaeology, including curriculum design, inclusivity and employability. They are available both online and as hard copies; requests for hard copies to use in teaching are very regular.

**HCA**

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### **UK wide survey**

In January 2009 a UK wide survey resulted in 53% of respondents stating that they had changed what they think or do as a result of engaging with the Subject Centre, 34% had had their practice affirmed and 52% stated that engagement had had a direct or indirect impact on their students. E.g.

*‘I have implemented different learning strategies such as PBL and learning contracts to facilitate independent learning skills among my students’.*

*‘We have developed a more person centred learning and teaching strategy’.*

*‘Students are encouraged to use their learning from practice to support their classroom learning’.*

**Health Sciences and Practice**

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The Economics Network supports the economics higher education community where there are over 26,000 undergraduates currently studying economics over 1,900 modules at 96 universities taught by over 1,700 staff.

### **Supporting New Lecturers and GTAs**

In 2008/9 and 2009/10 the Economics Network ran six (each year) dedicated annual training events for graduate teaching assistants (GTAs) (one-day workshops), and for new and early-

career lecturers in both England and Scotland. All of the workshops involve an element of individual planning and each participant is asked what ideas they will apply to their practice:

*"To get more participatory classes/lectures and deliver course material more effectively taking into account the heterogeneity of student abilities."*

*"I will modify lectures to encourage more participation from students, I will attempt to vary the range of resources (audio, video, games) that I use in lectures. I will also modify my seminars to give students more opportunities to work in small groups before bringing the discussion together as a class."*

*"I will think from my students' point of view more. Try to make more use of the technologies available to my teaching."* **(2009 New Lecturer workshop participants)**

**Economics**

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### **ADM-HEA Annual Forum**

The Annual Fora organised and hosted by ADM-HEA are an opportunity for colleagues to consider some of the fundamental and conceptual issues that drive teaching and learning across our subjects. The fora have been held every year with a break of 2 years between 2004/5. The Annual Fora held between 2001- 3 were attended by 224 individuals. In 2006 the Fora were relaunched with *Intersections* held at RIBA, London, followed by *Visual* at the Custard Factory, Birmingham in 2007, *Knowledge* at The Lowry, Salford Quays in 2008 and *Space* at The Millennium Centre, Cardiff in 2009. The 2010 Annual Forum, *Create Sustain Ability*, will be held at RIBA, London on 14 May 2010. 280 delegates from 106 institutions across the 4 nations, plus representatives from 11 other agencies, have attended the fora over the 4 years. 72% of delegates gave a score of 4-5 out of 5 on whether the events would affect future practice.

When asked what was the most useful aspect of the events the following responses were received:

*"Discussing the issues and developing new proposals. Discovering a community of people with similar issues",*

*"The opportunity to critically evaluate practice and ideas with colleagues and engage in thought provoking and stimulating discussions",*

*"The ability to work with other professionals on a topic that has considerable relevance to my own concerns. To find that many others were also interested in the issues surrounding non written text based research."*

**ADM**

### Supporting accessibility

The UK Physical Sciences Centre has funded the production of resources to support students with Asperger's Syndrome. It has quickly become the most requested resource of the year from numerous institutions around the UK and which has been very widely used by other communities. For example, it has been recognised by a major national UK charity:

*"This looks terrific. [we] would very much like to link to the pack in the new [web] site... my colleagues in the Information Centre who deal with calls from all sorts of professionals who encounter people with AS in their working life, I'm sure they will be very glad to know about it."*

**Physical Sciences**

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### External Examiners Register

HLST was involved in the UUK/SCOP/QAA/HE Academy Project on External Examining between 2003 and 2006 which reviewed the role of the External Examiner and the way in which examiners were prepared for this role. There was recognition of the need for a more open and objective process for identifying and appointing externals, and the Register which HLST had already set up was illustrative of such a process.

HLST was one of the first subject centres to develop a database for the identification of external examiners and those available to participate as external advisors on panels convened by institutions. Since its launch in April 2003, our database has continued to grow in terms of both registrations and users over the last year. Currently there are 232 names on the database and there have been a total of 236 requests (approximately 3 per month). Of those that have provided feedback, all rated the register either good or very good. The register has helped the majority of users to recruit a new examiner and the feedback has been extremely positive:

*"Many thanks for this information on possible EE's for both courses .I will discuss with the team! We are having difficulty finding new external examiners so this should help!"*

**HLST**

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### EVIDENCE OF IMPACT

What impact has PALATINE had on learning and teaching in HE dance, drama and music?

Significant impact	45.2%
Some Impact	49.5%
No impact	5.4%

**(Impact survey 2009. n = 116)**

*“Very significant impact in dance. PALATINE’s Development awards have undoubtedly raised the level of practice. There has also been a high level of satisfaction with PALATINE events ,and even when the initial enthusiasm may have waned, I am sure that an increased level of thoughtfulness remains which does impact on resultant teaching/learning”. (Senior lecturer)*

*“The project funded by PALATINE has already impacted on students and teachers at two UK-based institutions. A significant number of staff across UK institutions will be using the resulting guide with their own students”. (Head of Dept.)*

*“Many colleagues, now over many years, have accessed PALATINE’s resources, support, events, advice, etc. This all provides a valuable counterpoint to the daily toil and moil of teaching and learning. More than that, however, it’s helped establish a countrywide network of reflective practitioners and remains a key agent of cohesion (as well as one of change and challenge!)”.*

*“The publications available through PALATINE have been of immense importance for my own work in music teaching. PALATINE has provided a community of like-minded colleagues from across HE, and my teaching is in a constant state of change due to publications and dissemination events that provide inspiring ideas”.*

**PALATINE**

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**ICS are proud of:**

Establishment of an External Examiners’ Database.

Acceptance of our online journal, ITALICS, for inclusion in the RAE by the information Library Sciences community.

**ICS**

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**Student Engagement – Curriculum Development**

Employing mechanisms that empower students to become active in development and change processes in educational institutions:

*There is clear evidence in the UKCME case study “Working in Partnership with Students: A Summer School at Cambridge” of how JISC and the HEA can work together... it provides very clear demonstration of Subject Centre positive impact on the student learning experience’. (David Sadler, Director: Networks, Higher Education Academy)*

**UKCME**

## Publications and resources

*“Our Careers Centre has recently undertaken some work auditing employability awareness in the university and we would now like to use your Employability Audit tool on a pilot basis with some academic staff.” (Feedback from a member of staff at University of Gloucestershire, autumn 2009)*

A typical comment about our Short Guides (particularly those aimed at students):

*“I’ve just come across your useful short guides – can I request a batch of the ‘advice for students starting..’ guide to give to my first years in September? There will be ~ 120 (email from a colleague at Edinburgh Napier University in summer 2008)*

*“The Centre for Bioscience, particularly the website, has been very useful for gaining ideas, information and resources for the production of effective learning support material. The events that I have been to have played a large role in my personal professional development as a learning technologist.”*

*“We have just received your new binders - Resources for New Lecturers ... I wanted to say how impressive they were.” (Response to New Lecturers Folders from Education Development colleague at University of Bristol)*

**Bioscience**

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## Outcomes of Social Work Education (OSWE)

SWAP supported work to promote capacity building to evaluate the outcomes of social work education. The Social Care Institute for Excellence (SCIE) was a major funder. SWAP supported the costs of HEI partners, held a national dissemination event and published a monograph with the collected papers.

**SWAP**

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## Working with HEIs: Responding to requests

The GEES Subject Centre responds to requests from departments for staff events through its Departmental Workshop Programme. In the past ten years 260 workshops have been run for over 80 departments, covering 15 learning and teaching topics. Workshops are run by discipline experts from the GEES HE communities, who have attended a GEES facilitators training event. Each workshop is tailored to the specific needs of the requesting department. Recent topics include Developing an inclusive curriculum, Student transition and retention, Employability, Enterprise and Teaching at Masters level.

*'It is essential that we, as a School, are able to collectively think about what to do about teaching sustainability. Your workshop provides us with the time, space and facilitation [to do that].'*

*'Thanks for running the workshop- we were very pleased with attendance and felt it was a great success. We received some very positive feedback from staff across the Faculty... We look forward to building on this success and working with you again in the future.'*

**GEES**

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### **WordPlay**

The English Subject Centre's magazine *WordPlay* (previously entitled *The English Subject Centre Newsletter*) is published twice a year and contains a mixture of feature-length articles, news items and activity reports. Over 3,000 copies are distributed free of charge to academics in our subject areas. *WordPlay* has the highest production standards and has created a well-respected publication space that didn't previously exist to discuss pedagogy and policy in HE English studies.

**English**

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### **Facts & formulae sheets**

The MSOR network publishes a series of Facts and Formulae leaflets which cover commonly used (undergraduate) mathematical formulae. These leaflets are available free of charge to members of staff from UK Higher Education Institutions and have been developed in conjunction with mathcentre and sigma CETL. Over 100,000 leaflets have been requested from the Network itself, with leaflets also being distributed by the Sigma CETL and other STEM Subject Centres.

*"At the beginning of each academic year a copy of the leaflet **Facts and Formulae** is issued to all students who are studying a Mathematics module in the School of Science & Engineering at Teesside University. The students value these leaflets greatly as they are compact, concise, well laid out and contain an abundance of useful information". (Margaret Hibbs)*

**MSOR**

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### **Funded Projects**

A 2002 Psychology Network funded project at the University of Southampton trained students to work in teams. Students who completed the training performed better and gained significantly higher group scores than those that had not. The level of impact was such that it could improve individual degree results. Students also developed skills that made them more employable.

**Psychology**

**A network of key contacts at law schools, together with other registered contacts and diverse Advisory Board representation from across the legal community**

The work UKCLE does is heavily reliant on building, nurturing and developing relationships in and around the community of practice. It currently has 1129 contacts in the UK and abroad, including 90 key contacts at U.K. law schools in HEIs (87% coverage), and another 18 at FE and vocational training colleges. The Centre also works closely with the large number of key professional bodies and academic associations interested in UK legal education: the Legal Services Board, The Law Society, Bar Council, Institute of Legal Executives, Solicitors' Regulation Authority and Bar Standards Board in England and Wales; the Law Society of Scotland and Faculty of Advocates; the Committee of Heads of University Law Schools, the Society of Legal Scholars, the Association of Law Teachers and the Socio-Legal Studies Association.

The number of key and registered contacts, and the quality and breadth of representation on our Advisory Board, is demonstrable evidence of the impact of UKCLE over the last decade. By working with us in a range of ways, educators and professionals in the community are sharing our mission and together we are helping to influence the shape of the legal education environment.

**Impact on student learning experience:** The UKCLE network encompasses representation from across the legal community and ensures that we can identify issues relevant to, engage with and support the people who are teaching, training and working with law students, and can operate an effective brokering role between the academy and professional bodies in ways that serve and focus upon the needs of students.

**UKCLE**

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**History SOTL: The International Society for the Scholarship of Teaching and Learning in History**

History SOTL is an international group of academics working in the scholarship of teaching and learning in History. This was formed in 2006 following the annual conference and includes internationally renowned scholars in the field including Professor David Pace of the History Learning Project, Indiana University and Dr Alan Booth of the University of Nottingham. Historians have been reluctant to reflect upon the professional and social practices that inform their work. **David Pace** argued that,

*'assumptions about learning were rarely examined, and traditional approaches to teaching were passed informally from generation to generation with little systematic evaluation of their effectiveness.'*

History SOTL has begun to change this by applying research methodologies to History teaching practices. Thus conceptions of the discipline are beginning to change and historians are moving from 'decoding the discipline' to 'recoding' it. That is, as we understand more about how students learn history, it is changing approaches not only to how it is taught, but also how history is researched.

This process of establishing networks of historians interested in the teaching and learning of history in higher education has created the impetus for the emergence of a more substantive literature on history pedagogy in a discipline that places considerable emphasis upon 'scholarship.' Some key publications aimed at fostering further investigation, including two collections edited by Alan Booth and Paul Hyland, and two recent monographs by Booth and by Geoff Timmins, Keith Vernon, and Christine Kinealy.

**HCA**

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### **Mini-project funding**

The Engineering Subject Centre has funded 76 mini-projects between 2001 and 2009 to a total of £230,000; 42 awards to pre-1992 HEIs, 30 to post-1992 HEIs and 4 to further education colleges.

In talking about the impact of his mini-project award, **Mark Russell, University of Hertfordshire**, said

*"I don't doubt that £3000 was a small seed in where I am, but it was an extremely important seed. It's that that really got me going."*

Mark Russell has continued to work with the Centre, most recently acting as guest editor for a special issue of the Engineering Education Journal focusing on learning technologies.

**Engineering**

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### **BMAF Magazine**

The Magazine was first introduced in 2007 to provide a bridge between the monthly e-news bulletin and IJME and to showcase the range of services, activities and outputs of BMAF and business education. Where appropriate the magazine has had a theme, e.g. employer engagement, assessment, internationalisation, with the latter produced by the Internationalisation SIG.

The 9<sup>th</sup> issue published in spring 2010 included: Feedback on a Marketing Education SIG Workshop; Project reports from several small grant holders; Details of the Annual Conference and other forthcoming events; Reports relating to Islamic Studies, Education for Sustainable Development, Teaching International Students and New Lecturers.

The magazine has quickly established a central communication role for the BMAF Network, both in terms of awareness raising of events and other activities as well as dissemination of the outcomes of research and development. It is designed to reflect current thinking about issues of contemporary importance.

The magazine is complemented by an e-bulletin which is produced monthly.

**BMAF**

### **CEBE Studio Culture Conferences**

In collaboration with The Concrete Centre, CEBE has organised six two-day conferences on the theme of design studio teaching. The conferences have brought teachers of architecture and landscape architecture together to question many of the aspects of studio culture that had previously been taken for granted, suggesting a need for a change, both in culture and attitude.

*“Prior to these events the teaching community was so much more fragmented and lacked a forum to build an identity for studio teachers and teaching. It has been extraordinarily important for enabling conversations across institutions and has contributed to many of the changes that have taken place in studio teaching since its inception.” (Architecture Lecturer)*

**CEBE**

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### **Student Engagement - Student Conference / Student Rep workshop (ENGAGE!)**

Events aimed primarily at UG's & PGT's, the content is informed by the students and looks at issues important to them. Feedback indicates that the students find this event very useful and that they offer help where their own universities don't.

**HCA**

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### **The annual Festival of Learning**

This residential event held in HEIs throughout the UK provides an opportunity for sharing effective practice across disciplines/ supporting new academic staff/ impact on student learning that is greatly appreciated by the Health community. E.g. subsequent comments include:

*‘A lot of what I learned will help to form my teaching portfolio which is a compulsory part of my probation period. I am very interested in learning and teaching research and plan to take this aspect of my career forward in the near future using tips gained at the keynote events’.*

*‘I just wanted to write and thank you for a fantastic conference. I found all the workshops I attended to be well-presented and useful. I think we made some really useful contacts in conversations around the poster and CD and have lots of ideas for the future!’*

*‘I would recommend the festival as a friendly, open, collegiate environment within which to share practice and learn from others’.*

*‘I found the student contributions very valuable both in the Plenary session and in one of the workshops. It is rare that we get first-hand experience of their feedback on the web-based learning design & deliveries...’*

*'From attending the FoL some aspects of my practice have changed e.g. use of eportfolios.'*

### Health Sciences and Practice

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#### Materials bank

The materials bank contains teaching materials in a wide variety of formats which our community have agreed to disseminate via our website so that they may be used more widely.

*'The good practice guide and materials bank are excellent resources. They're well organised, easy to navigate and full of useful materials and information.'*

### LLAS

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#### Student focus group scheme

In 2010 the Economics Network launched a student focus group scheme, taken up by 11 departments to date, exploring issues from the Economics Network own survey as well as the NSS. Each focus group has explored issues relevant to the specific department, including assessment and feedback, student engagement, and teaching and learning. Follow-up support, including departmental workshops are already being planned.

*"It [the student focus group] has already been exceptionally useful... there is an important and focused meeting of the department with School representatives on Thursday during which some of the themes which came up will be discussed." (Key Contact, 2010)*

*"We have examined the data from three sources: the NSS, the Economics Network Student Survey, and the Economics Network Focus Group. Together these provide a body of evidence to identify where the key issues lie and motivate the discussion as to the way forward in addressing our students' concerns. The first step in this process is that we are hosting a workshop here ..., supported by the Economics Network, to present this data and explore possible strategies for improving our assessment and feedback support." (Associate, 2010)*

### Economics

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#### Learning and Teaching Projects

ADM-HEA has committed significant funds to discipline-focused mini Learning and Teaching projects. In 2008-9 seven Learning & Teaching Projects were funded. Extracts from project reports provide examples of the types of direct impact these projects can have on student learning:

*"By the end of the project it was noticeable that some of the more 'retiring' students in the group were talking quite freely about needing to acquire the abilities, capacities, performative skills and 'the force of personality to drive a project through against all odds'".*

In another example,

*"The project has borne fruit in the education of student journalists...students understand how to apply principles of civic journalism and how to work effectively with the community".*

In the first half of the 2010-11 academic year, 51 project proposals were received with eleven Learning & Teaching projects funded under the themes of ESD, Quality Enhancement and Student Assessment and Student Engagement. Institutions from England, Scotland, Wales and Northern Ireland including specialist arts institutions, universities and HE in FE institutions applied and received funding. A successful Project Holders event was held on 9 March 2010 which generated positive feedback:

*"Meeting others working in area of Sustainability was very helpful."*

*"Looking at practicalities of running projects and sharing experiences was particularly worthwhile."*

**ADM**

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### **Olympics Special Interest Group**

A special interest group was established in 2009 to harness the opportunities presented by the 2012 Olympic and Paralympic Games to enhance curricula and the learning experiences and opportunities of students. The group meets at different universities to share practice in this area; has established working links through a Memorandum of Understanding with colleagues in Vancouver who undertook similar work based on the 2010 Winter Games; enjoys excellent working links with Podium (established to encourage links between education and the Games ); has sponsored a 2010 student conference on the Olympic and Paralympic Values and reported the outcomes on the HLST web site; and already developed 30 Case Studies and Discussion Starters - with another 30 in preparation for July 2010! A stand-alone "Learning Legacies" web site is about to be launched.

The SIG has membership from across the HLST grouping and is open to all, including those in other subject areas.

The 2012 Games provide an opportunity to raise the profile of the subjects in our Network. Our courses provide the professional skills, knowledge and understanding which are essential for success in such a multifaceted and complex event.

**HLST**

### Successful Events: 2001-2010

87 events (workshops, seminars and conferences)

in 45 institutions across the UK,

attended by 2500 individuals

representing 187 institutions and 143 organisations.

Overall quality rating this year (6 events to date): Excellent 36% Good 56% Satisfactory 7% Unsatisfactory 1%

*"It was through PALATINE events that I first began to further my interest in reflective learning and the development of new pedagogies to enhance teaching practice in that area. That has sustained my practice and pedagogic research in that area for nearly six years".*

**PALATINE**

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### DVD

In 2008 the Psychology Network funded the production of a DVD – *Homoworld* – that aims to raise psychology students' and clinical trainees' awareness of the experiences of sexual minorities. This DVD won the Best LGBT film award at the London Independent Film Festival 2009, and is currently used for training purposes by several organisations including:

HEFCE (Leadership, Governance and Management dept);

London Borough of Tower Hamlets (including senior management training);

London Borough of Haringey;

Many university psychology departments, professional training programmes, Crime and Justice degrees, Medical and Social Care programmes, HR services, equality and diversity services and library resources;

NHS services;

LGBT support groups;

A leadership development consultancy that works with local authorities and the UK police;

Standard Bank PLC (Head of Leadership & Development, Corporate & Investment Banking).

**Psychology**

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### Open Educational Resources

Determining strategies for the promotion and use of 'open' electronic learning resources:

*'A collection of electronic resources, open to all in the subject, is a high priority in the promotion of Materials. To date there is no one source for the full range of curriculum resources within the discipline. UKCME's experience of e-learning and its links with multiple stakeholders through the CORE-Materials project will make this happen'. (Head of School of Materials)*

**UKCME**

### Event impacts including curriculum redesign

*"...Thank you as well for organising such a SUPERB meeting. It was really very inspiring and I have shared a lot of the ideas raised with the department here, and we are adopting or investigating a lot of them further."* **(Feedback from one of the speakers following the Differentiated Learning event in Jan 2009)**

*"I have altered the way I give feedback following Chris Glover's presentation and after talking to Chris. The response from students has been excellent. I now have the highest score in the School of Biological Sciences from students for feedback on course."* **(Learning through Assessment Event attendee (2008)).**

*"As the meeting was only a few months ago there has not yet been time to enact changes. However, I am currently involved in re-drafting the Learning and Teaching strategy for Keele University, and in particular a section on assessment and feedback. I have used these resources extensively in that document, and if it is adopted, it is my hope and intention that there will be a university-wide improvement in the practices of staff feedback to students. This is a matter of particular concern, as the National Student Survey showed up some deficiencies in the students' perception of the feedback they had from Keele."*

**Bioscience**

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### Integrated Children's Services – Higher Education (ICS-HE)

SWAP led a project on professional education in HE for integrated children's services (to meet the Every Child Matters agenda). Five subject centres were involved as well as Sector Skills Councils and Professional and Statutory Bodies. A Knowledge Review and major national conference were held, and the outputs disseminated both within and outside HE (to ministerial level). The disciplines covered education, early years professionals, careers, nursing, midwifery, medicine, psychology, social work and youth and community work.

*"In developing new degree course I shall look at including at least a module on IPE and shall try to create further links'.*

**SWAP**

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### Supporting the GEES HE Community: Discipline-specific activities

The Subject Centre, in collaboration with its Earth Sciences Senior Advisor team, ran a one day event, Overcoming Barriers to Student Learning in the Geosciences in 2010, with 35 participants, 21 of whom had not previously engaged with the Subject Centre, and student representation.

*'It was particularly useful to talk to different professionals from different areas of geosciences and see the new technologies which have potential to improve teaching.'*

*'[The best thing was] sharing experiences with colleagues outside of my own institution. This ensures that the usual 'mould' is broken up and ideas refreshed.'*

*'The presentations were inspiring, and it was great to meet other people with interesting **ideas** about teaching geosciences - something I wouldn't otherwise get the opportunity to do.'*

**GEES**

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### **Staying the Course: a report on the experiences of disabled students of English and Creative Writing**

An example of just one of the reports in our extensive Report Series, *Staying the Course*, was based on a student survey and includes sections drawing out the implications of the findings for classroom practice. **Professor Robert Eaglestone** said of it,

*"All the voices in this report, even the most critical, should be heard by us all, because not listening, not being open and sensitive to them, is somehow failing students and what lies at the heart of the subject."*

**English**

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### **Connections**

The mailing list for our MSOR Connections now has over 750 subscribers. Connections is the quarterly newsletter of the Maths, Stats & OR Network, aiming to promote, encourage, enhance and disseminate research, good practice and innovation in all aspects of the student learning experience within Mathematics, Statistics and Operational Research wherever these may be taught in Higher Education. This has provided a publication opportunity for over 500 academic authors and disseminated over 700 articles to the wider community.

*"In the busy world of university teaching, Connections helps keep me up-to-date with what is going on in the Math Stats and OR lecturing community with a readable combination of articles, fresh perspectives, thoughtful comment and reminders of up-and-coming events". (Lecturer in Mathematics, University of Ulster)*

**MSOR**

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### **Funded Practitioner Projects**

Over the past ten years, History has provided support for numerous practitioner projects through our Teaching Development Grant scheme. These projects, beyond facilitating subject-specific research, have led to numerous transferable research outputs including reports, case studies and teaching materials.

Between 2007 and 2009, Arthur Chapman of the Institute of Education, University of London completed a project entitled “Supporting High Achievement and Transition to Higher Education Through History Virtual Academies.” This project aimed to provide opportunities for high achieving 16-19 year old historians in participating schools and colleges to enrich and enhance their experience of learning about historical interpretation, to forge links between academics and school and college pupils and teachers and to explore a key issue raised in the literature on school and HE transition in History, namely differences between school and college pupils' and university teachers' understandings of historical interpretation through a practical case study. The report itself has become a valued part of the Subject Centre's eLibrary, garnering over 100 downloads since its inclusion in October 2009. The research on the Virtual Academy project has also been disseminated by the practitioners at the Schools History Project Conference in summer 2009 and to an international audience of Academics in Coleraine in September 2009.

HCA

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### ICS are proud of

Introduction of a series of workshops, ie Programming, Computer Forensics, Teaching, Learning and Assessment Databases, Artificial Intelligence.

Outreach activities and employer engagement, ieBringITOn.

ICS

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### Links with professional bodies

Over the past decade, the Centre has consolidated an excellent working relationship with professional bodies from the engineering sector, several of which are represented on our advisory board.

*“Being able to demonstrate a close working relationship with major engineering professional bodies and SSC [Sector Skills Councils] increases the Centre's credibility in the eyes of engineering academics, professional engineers and other bodies and agencies.” (Engineering Subject Centre Evaluation Report (2009))*

**Richard Shearman, Director of Formation/Deputy CEO, Engineering Council** said that:

*“The Engineering Subject Centre has played an invaluable role in facilitating exchanges of views between the engineering professional bodies and the engineering HE community, which has helped to ensure that the profession has been able to explain its requirements and to frame them realistically”.*

Engineering

### The “Enhancing ...” Case-study Series

The first in the series, *“Enhancing graduate employability in business and management, hospitality, sport, leisure, tourism”* was produced as part of a national initiative and first published in 2006. It drew on experiences of practitioners across the subject areas to offer very practical perspectives and suggestions for colleagues to consider.

The success of this model has led to three further publications, *“Enhancing the international learning experience ...”* (2008), *Enhancing student centred learning ...”* (2009) and *“Enhancing learning through assessment ...”* (2010).

The series offers teachers in business education and others working in higher education institutions the opportunity to share their experience and the lessons they have learned with their peers. There has been a high demand for copies of these books which are disseminated by us, and by the publisher. We re-printed the first book (employability) a year after it was first published.

*“This has really made me rethink what I actually do. There are many ideas here which I could apply with my own students with just a little change”.*

**BMAF**

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### E-Portfolios enhancing work-based learning experience

As part of a JISC Funded Distributed E-Learning project, CEBE have developed a series of guidelines for encouraging students to reflect on their experience during periods of work based learning. The guidance notes have been used by students who have found them to be particularly beneficial.

*“I found the questions really helpful because they guided me to talk about myself and what I was getting out of it ... I like it because it clarifies what I did learn and when I’m doing boring stuff I’m able to think about it and whether I got anything out of it. I quite like that because it makes even boring tasks seem kind of like useful in a way”.*  
**(Architecture Student)**

**CEBE**

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### Teaching Controversial Topics workshops

Biennial workshops aimed at discussing teaching which might not be so easy to approach from other avenues. Archaeology always faces the problem of sensitive issues like digging up and dealing with human remains, for example, we try to help people find ways to teach this in a sensitive way.

**HCA**

### **Departmental Workshop impact**

One of the key preparatory activities in the first set of workshop days is a thorough Force Field Analysis. One team later reported that,

*“Yesterday we used the Force Field Analysis technique with the rest of the Divisional staff in order to help determine the strategic direction of our post-graduate provision. It worked more effectively than perhaps expected as we were not using an external facilitator and it seems impossible then not to get caught up in the content. Despite that we were really pleased with the outcome. Thanks to you both for introducing us to this – I suspect we will use it again”.*

**Health Sciences and Practice**

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### **Why study languages website**

This multimedia website developed by LLAS supports the promotion of language learning at all levels.

*‘The promotional material is invaluable for inspiring our students.’*

### **Why study languages calendar**

The aim of this calendar is to introduce pupils to a wide range of languages including some with which they may not be familiar. It features 12 languages together with questions designed to generate classroom discussion.

*‘The why study languages calendar has been a super resource, sparking interest and debate at a number of levels – thank you again’.*

**LLAS**

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### **TRUE OER project**

Following the successful development of a Health Economics Education Group and wiki, the Economics Network has developed 14 further sub-discipline wikis as part of the JISC/HE Academy Open Educational Resources project. The new sub-discipline resource areas have already engaged new people and discipline areas with the learning and teaching agenda in general, and more specifically with sharing teaching and learning resources and ideas. The project taps into established research groupings and is an excellent medium for making the link between research and teaching. The sub-discipline leaders are all renowned researchers in their field and are happy to lead a teaching strand at a research conference in their field.

There have been over 400 submissions of materials to date (many times the 360 credits worth of material required by JISC/the Academy).

**Economics**

### Student Networks

During 2009-10 ADM-HEA has financially supported and promoted the work of three student Networks; The Arts Group, the MeCCSA Postgraduate Network and The Student Radio Association. These organisations encourage communication between members and direct participation in activities affecting learning and teaching, research development and future employability. The MeCCSA Postgraduate Network brings together about 400 postgraduates studying media, communications and cultural studies. Funding for an annual conference (held at Bangor University in 2009), offers members opportunity to participate in fora and workshops and establish networks around teaching, learning and research. Participants in MeCCSA-PGN events have appreciated

*"opportunities to gain experience in presenting work- to present and gain feedback on my research - learn what other PhD students are doing".*

**Student feedback** relating to future aims has illustrated the kinds of impact on learner development, motivation and aspirations:

*"Finish my PhD...get published...be a plenary speaker!"*

**ADM**

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### Employability

We currently distribute two employability guides, one for TRS and one for philosophy:

WHAT MAKES PHILOSOPHY GRADUATES EMPLOYABLE? 87.5% rated this section as very useful or useful.

WHAT DO EMPLOYERS WANT FROM YOU? 95.9% rated this section as very useful or useful.

APPLYING YOUR EMPLOYABILITY KNOWLEDGE 79.1% rated this section as very useful or useful.

Comments included:

*I found the detail given about the various skills learnt in a philosophy degree and how these could be applied in the workplace very useful. It was also very interesting to read the sample job descriptions with links to the various Philosophy skills that were relevant. This information will definitely help me in future to explain the value of my degree.*

*The guide helped me whilst compiling a cv; essentially it helped me to put my degree into perspective and pin down the key skills that philosophy has given me in a wider sense that will appear attractive to prospective employers.*

**PRS**

## **Pedagogic Research and Development Projects**

Since HLST began in 2000 and up to 2009, we have awarded funding to 71 different projects in 34 institutions. Typically projects have received between £2 000 and £5 000 over the 12 months they have to complete their work.

A recent article was submitted to LINK 25 from **colleagues at the University of Wales in Cardiff** (UWIC), who have received funding for three projects since 2005, enabling them to institute curriculum developments on the MSc Coaching Science programme. The article outlines the changes that have been brought about by the effects of this pedagogic research and finishes by saying:

*“In summary, this brief article has attempted to outline the recent curriculum developments on the MSc Coaching Science programme at UWIC and the role that pedagogic research has played in this process. The ultimate aim is, of course, is to enhance the student experience through the implementation of innovative, interesting and engaging pedagogies. The HLST Network pedagogic research funds have been instrumental in allowing us to make significant strides in achieving this aim; we hope they continue to do so”.*

The **HLST Evaluator, David Pierce**, commented on projects in 2006/07:

*“. . . six projects engaged well over 1,000 staff and students in total. The projects were all submitted under the student support theme, with two of them so emphasising the first year experience. Some of the projects are more concerned about research than making short-term changes to curricula or systems, but in every case an impact can be observed. They are valuable to the work of the HLST because without its support most of the work is unlikely to have been done and consequently it can be fairly claimed that collectively they are very visible evidence of the impact made by the HLST itself.”*

**HLST**

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## **Developing and supporting a dynamic and active community of practice focused on enhancing learning and teaching**

*“To be able to engage with a forum/knowledge stock/peer group that is endlessly positive and productive does wonders to carry the spirit forwards.”*

*“PALATINE is responsive to the needs of the community it serves - the willingness of the staff to enter into dialogue, take on board the interests of their constituency and to put on workshops, develop areas of the website, etc., has been evident from the first”.*

*“I always think of PALATINE as the centre for ideas exchange, support, testing hypothesis, exploring new ideas”.*

*“Having been in Higher Education since 1989, when PALATINE was formed I felt that, at long last, there was a support network and information resource for my teaching practices and research in HE. Before that, it felt my subject area was out on a limb and networking only happened within one's own subject area. The opportunity for cross collaboration and communication across the subject areas is very healthy, developmental and long may this continue”.*

**PALATINE**

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### **10<sup>th</sup> Anniversary film 2010 – Back to the (academic) future**

UKCLE brought together leading scholars, practitioners and students to share their views on film about the past, present and future of legal education in the UK.

**Impact on student learning experience:** An example of the successful role UKCLE plays in leading and facilitating the formulation and sharing of opinion on the key issues that affect students and educators. The film has had considerable impact, stimulating debate at the LILAC10 conference première and beyond. The downloadable version on the website is being linked to from other sites and used in institutions for training purposes

**UKCLE**

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### **National Teaching and Learning Conferences**

The UK Physical Sciences Centre is responsible for the creation of the only national discipline focussed teaching and learning conferences across the physical sciences. This enhances the international reputation of UK HE which draws an international audience. In conjunction with several other STEM related subject centres the Centre also runs a hugely successful national biannual Science Teaching and Learning Conference.

One **delegate** recently commented afterwards *“Well worth coming and to see such enthusiasm for teaching!”*

**Physical Sciences**

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### **Employer Engagement and Workforce Development**

Facilitating employer, employee and academic training partnerships:

*‘UKCME’s case study “Employer-College Partnerships: Developing a Materials Foundation Degree” highlights the highly positive role played by a national Subject Centre working on a sustained basis with partner HE providers and industry’. (Hugh Tollyfield, HEFCE Special Adviser on Employer Engagement)*

**UKCME**

## Event Impacts

*“Very useful to hear what others are doing and to feel there is a green-light to start building in opportunities for the more able students... Overall a very interesting and stimulating day... Some good ideas that will help the development of the students.”*  
**(Comment from an attendee at 2009 Differentiated Learning event)**

*“The event gave me some very practical ways of integrating bioethics into my own teaching and also helped clarify what I should and should not include in my teaching”.*

*“I still note that there is much parallel work going on in different institutions. This shows how important conferences such as this are to enable sharing of good practice and evidence based teaching”.* **(Response from participant at 2009 Science Learning and Teaching Conference, a biennial collaboration between Bioscience, Physical Sciences and Materials Subject Centres)**

*“The most relevant meeting I’ve had to inform my everyday practice in many years”.*  
**(Participant at Centre for Bioscience Ped-R event, March 2009)**

**Bioscience**

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## Post-graduate Research; Social Policy Survey

In partnership with the chair of the Social Policy Association (SPA), its postgraduate representative and the Joint University Council-Social Policy chair, SWAP has conducted an online survey designed to scope out the teaching roles and responsibilities performed by social policy postgraduates who teach with a view to identifying ways in which social policy postgraduate teachers might be supported at a national and/or regional level by the three organisations.

Headline messages from the survey analysis will be published in April 2010 and findings presented at the SPA conference in July 2010.

**SWAP**

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## Working with HEIs: Responding to requests

Following external evaluation of the GEES workshop programme, it was decided to investigate longer-term engagements with departments, alongside the workshop programme. Three departments undertook a two-year project investigating specific areas of curriculum change within their department:

*‘Following directly from your continuing work with us on the team-based support pilot on assessment, we have been successful in getting two Institutional awards for learning and teaching projects. I would like to say that this shows a concrete achievement in terms of our collaboration with the GEES. Without the inspiration from GEES, I don’t think we would have considered putting bids in at all, and it’s the*

*practical help that you provided that got us both awards. ... feedback on the bids told us that they were better written and more aware of pedagogical issues and good practice than most of the others. I feel this is largely down to our involvement with the GEES Subject Centre, through discussion, use of resources and attending your conferences.'*

Following on from these projects, a Departmental Change Event in 2009 brought departmental teams together for three days to consider and develop curriculum issues. Pre- and post-event engagement with team leaders were used to help maintain momentum, with post-event support on-going with all departments for the next year.

*'I have never been a great fan of this sort of activity in the past, but I have had my basic assumptions challenged, not only in terms of this particular project, but in terms of the event, and I have found it enormously helpful, and also in terms of being able to transfer to other situations. I don't think you could ask for more out of the project than that.'*

**GEES**

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### **Curriculum and Teaching Surveys**

The English Subject Centre has conducted two major surveys of the English curriculum and teaching in UK HE, the first in 2002 and the second, in response to demand from the subject community, in 2009. These surveys have generated previously unavailable data on what is taught and how, data which has informed decision making in departments and input to policy consultations at a number of levels. It has also been possible to track changes in the discipline across the seven years between the surveys.

**English**

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### **Students as collaborators in curriculum design: 'Past Actions: Present Woes, Future Potential': Rethinking History in the Light of Anthropogenic Climate Change**

A small teaching development grant to the Rescue! History special interest group aims to create a model syllabus for historians and other students of the past to engage with issues of anthropogenic climate change through the medium of history and related disciplines. Education for Sustainable Development requires a historical dimension. Climate change and the transformation in the use of natural resources cannot be understood by looking at the last ten or twenty years: the long view is essential. ESD is something that excites the passions of history students and teachers alike, as well as policy makers. It is well suited for a collaborative approach to curriculum design and implementation and the module employs participatory pedagogies in its development.

**HCA**

### Student essay competition

**Warren Rieutort-Louis, winner of the 2008 Student essay competition and overall HEA 2008 winner, commented that:**

*"The essay competition gives you a great chance to express yourself in a different-from-usual form on themes beyond your academic curriculum and help reflect and paint your views on your learning experience at university. [...] I hope that my small contribution will help future generations enjoy an even better learning environment than I have already experienced."*

**Engineering**

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### Working with the Association of Business Schools

BMAF enjoys excellent working relations with ABS as a strategic partner. The partnership gives access to decision makers in business education and important perspectives to inform planning. It enables BMAF to ensure that Learning, Teaching and Assessment feature in discussions on policy as well as professional standards in teaching and the provision of CPD opportunities in this area.

The Chief Executive and the Chair of ABS are both members of the BMAF Advisory Board and this is reciprocated by the BMAF Director's membership of key ABS committees.

ABS co-sponsors the BMAF annual student competition and a number of BMAF and ABS events are co-badged. This maximises awareness and participation, as well as maximise topic coverage in each year and ensures that activities are designed for targeted groups and duplication is avoided.

BMAF contribute to the annual ABS conference and vice versa, while BMAF contributes to the ABS programme for Directors of Learning and Teaching and to ABS workshops where appropriate.

**BMAF**

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### Publications and Journals

CEBE produce a range of publications, including a practice-focussed journal. The materials are having a positive impact on teaching methods and techniques and provided inspirational new ideas. Newer lecturers still developing their teaching styles and techniques found the resources to be of particular value.

*"Being new to teaching you are always looking for material and help and guidance...so [CEBE] has been great for that. The ideas are working - when they get translated into practice they suit my teaching style which I am still developing - obviously if I feel more comfortable with the methods then I get a better reaction from the students". (Construction Management Lecturer)*

*“Early on when I was finishing the [teaching] certificate, I used to carry the CEBE guides around and have them with me at all times”. (Architecture Lecture)*

**CEBE**

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### **Reports on Employability, Career destinations, Field work**

Individual reports investigating the employability and actual career destinations of archaeology graduates to help inform curriculum design within archaeology departments

**HCA**

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### **Departmental Workshop impact**

Participating teams were invited to provide feedback on ongoing impacts one year after completing the workshop.

*“ ... the workshop made me realise that this was an organisation (Health Sciences and Practice Subject Centre) that was interested in teaching and learning developments at the ‘rock face’, and would provide opportunities for improving the experience that we deliver to our students... Links continue with Advocacy in Action, they have delivered face to face teaching (evaluated as the major strength of the module) and links have been established with the other members of the group; the film we have made has been accepted at an international conference and we are working with another service user group in another HEI on a funded project to develop a virtual community..”*

This 'Bradton' project has created an interprofessional learning and teaching resource that promotes insight into real personal histories. Experiences are presented online in film, audio and transcript by service eligible users or by simulated patients and presented in accessible media rich scenarios. “Individual narratives relating to health and social care experiences were digitally recorded to inform scripts for character depiction by simulated patients, and to produce podcasts for media rich case scenarios sited in a virtual community 'Bradton'. Student learning has been enhanced and the process of collaboration has provided a meaningful, tangible means of community engagement”. This department went on to gain further funding to develop their innovative virtual health community, involving service users and carers at every step, as contributors, planners, advisers and members of the steering group.

*‘Thank you for the support and encouragement that you have offered during and subsequent to the departmental workshop, it has been tremendous.’*

*‘Following attendance at a Departmental Workshop I have become a **University Teaching Fellow** due to the work that I developed at that time.’*

**Health Sciences and Practice**

### **The learning object creator tool**

The learning object creator (LOC) tool is a simple authoring tool for teachers, which has been specifically designed to enable them to create their own e-learning materials without the need for technical support or training. It is available free of charge to colleagues in UK higher education institutions to use for educational purposes, and can be used for any subject area (not just languages).

*'The learning object creator is a fantastic pedagogical tool for teachers.'*

**LLAS**

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### **The Scottish conference on legal education 2009**

This was a new initiative that proved very successful, bringing together 48 senior delegates from across the sector to discuss legal education in Scotland.

*From the Society's perspective, the Scottish event offered a perfect opportunity to discuss key developments in legal education and training, at a crucial time. One of the key principles of the Society's review of routes into the profession was to ensure good linkages between undergraduate, vocational, and training stages. The blend of experience at the Scottish event, attended by both providers and those involved in training solicitors, made for incredibly productive discussions and positive networking. In a small jurisdiction, we really can reap the rewards of an event like this. I hope it will become a regular event and that the Society can continue to be involved'* (**Collette Paterson, Deputy Director of Education and Training, Law Society of Scotland**)

**UKCLE**

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### **Work with professional bodies and subject associations**

The Economics Network has regular teaching session slots at the biennial Welsh Economics Colloquium and the annual Scottish Economic Society conference. The Network also co-runs an annual conference for prospective economics students with the Scottish Economic Society. The 2009 event had over 300 student participants.

The Royal Economic Society and the Scottish Economic Society sponsor the Economics Network's GTA/New lecturer programme, and the Royal Economic Society part-funds a student placement working on the Economics Network's two student websites.

The Network Director is a member of CHUDE, the Conference of Heads of Departments of Economics, and sits on its Steering Group. Amongst many other things, the Steering Group revised the QAA Economics Benchmark Statement. The Economics Network has a standing agenda item at both the main meeting and the Steering Group meeting and this is used to inform CHUDE of Network activities and engage with CHUDE in a range of development issues.

*“John Sloman’s membership of CHUDE was felt to be very helpful and the Network was seen as having a facilitative role, helping to keep in touch with departments and colleagues and working in partnership on this with CHUDE.” (External Evaluator’s report, July 2007)*

**Economics**

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## **HE in FE**

ADM-HEA has made significant progress in engagement with colleagues involved in the delivery of higher education in further education institutions. The Subject Centre has 284 contacts in 121 further education institutions. Work with further education institutions has been supported through targeted project funding and support. For example, in 2007 an 'HE in FE Project day' elicited the following future aims;

*"involve the students more, develop resources"; "to develop the project in a more student-led fashion"; "build up links, formalise proposals / ideas"; "I plan to make contact with other colleges to ask questions, particularly on technical aspects of the project."*

Colleagues appreciated opportunities for

*"learning about the HEA", "sharing project ideas", "learning about great resources from HEA".*

**ADM**

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## **Transition and Progression**

This area has been a subject of huge concern within our disciplines, as university staff worry that students coming from UK secondary education are often ill-equipped to deal with the study of PRS disciplines at undergraduate level.

### **Spoon-Feeding or Critical Thinking? A Level / Higher to First Year Progression in Religious Studies and Theology**

The purpose of this conference was to bring together academics, school teachers, exam boards and policy-makers to consider ways to improve the transition from Religious Studies A-Level and Scottish Highers to first year degree courses in Theology and Religious Studies in the UK.

Feedback was overwhelmingly positive. Comments included:

*It was fabulous, thank you! I thoroughly enjoyed all aspects – each presentation was directly relevant. Some of these have given me ideas and resource suggestions that I can apply straight away. Others will give me food for thought for a long time to come. The individual networking has been invaluable.*

*Good papers, and a good opportunity to meet a mix of practitioners from HE and FE.*

**PRS**

### **Extramural Studies Driving Licence**

In 2006 MEDEV supported a group of staff to develop a 'driving licence' to help students who were entering their placement final year in veterinary medicine. The professional body (the Royal College of Veterinary Surgeons) have adopted it by recommending it to all veterinary schools.

**MEDEV**

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### **Institutional Partners**

The initial structure of the HLST Network included 10 institutional partners with a contractual relationship with the Network to provide insights to the institutional contexts in which HLST programmes are delivered. This was established through facilitated visits to the institutions, and meetings with staff teaching HLST programmes, students, and those responsible for policy in learning, teaching and assessment and its implementation. The partners also provided a ready source of evaluation of the Network's activities, products and services.

The partnership has provided a rich source of contributions to HLST events and publications, a sounding board for ideas, a vehicle for consultation and dissemination, and links to all parts of the UK to aid our understanding of geographical as well as institutional contexts. It has also provided opportunities to work at a regional level.

*"Thought the workshop which you led for FE colleagues was a wonderful example and I think it will feature in the SED. I was quite surprised to find we were the first subject area to host an event for FE! So take a bow and give yourself a big clap on the back for your innovative work!"*

*"An excellent seminar. I have found out where we are with respect to other institutions and have drawn up an extensive action plan that will undoubtedly keep me busy for many years."*

It is now planned to develop a model of extensive representation of institutions through nominated "key contacts" in institutions across the UK, replacing our current general "contacts" list and building on the excellent work achieved through the initial partnership model.

**HLST**

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### **'Starting out' programme of events and resources for new and early/career-lecturers in dance, drama and music**

*"We are about to re-write the course at (my institution) and the Starting Out workshop has opened my eyes to the range of possibilities and considerations to take into account during this process. I was energised by the creativity present within these potentially dry areas of work. It also showed how within a culture of accountability, there is room to align processes more to professional practice procedures."*

*“Two areas are going to benefit directly from Starting Out. The ongoing development of assessment; Between this course and the last one, I have acquired excellent material for development in my department. Secondly, the development of how to create the maximum benefit from induction for our first years. Ideas on how to bridge the gap between study methods, learning expectations etc. experienced in schools and colleges doing A Levels and BTEC Diplomas and the requirements of BA undergraduates will prove invaluable in facilitating the new cohort to 'hit the ground running' and develop skills as self-reflective practitioners”.*

**PALATINE**

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### **Enhancing social work students' learning experience and readiness to undertake practice**

A SWAP funded project undertaken by George Wilson and Berni Kelly, Queen's University, Belfast. Outputs include presentations given to Northern Ireland Social Care Council, Departmental presentation and forthcoming presentation to the Degree Partnership Network (of practitioners). Three journal articles also currently due for publication.

Findings picked up by Northern Ireland Social Care Council the Degree Partnership Network (of practitioners) to whom presentations have been given.

**SWAP**

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### **Miniproject funding review**

From the 2006 review by The KSA Partnership of our miniproject funding:

*“The people we spoke to and the information we reviewed leads us to believe that the miniproject scheme as it currently stands is highly regarded and is having a positive impact.”*

*People said it helped them to do things they otherwise would probably not have done. The funding helped people to complete projects they might otherwise have either put off or not done at all.”*

*“The miniproject scheme helps to draw [existing] developments together or move them forward in some way. The miniprojects often produce a spin-out – leading to other interesting developments.”*

*“Generally speaking we found high levels of impact on the project lead/project team; [and] medium levels of impact on departments and students.”*

**Psychology**

### New Lecturer Training

Complementing institutional generic courses for new lecturers with national subject-specific training:

*‘Having a group from UKCME able to help my teaching is something I can’t get from anywhere else... The issues I face in developing my lectures are not ones for me personally. They are common. This event made me realise that sharing experience and information would help encourage further development of lectures.’ (Materials new lecturer participant)*

**UKCME**

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### Teaching Awards

*“Since the Centre publicises award short-listing with candidates’ institutions I have received unexpected recognition and appreciation for my learning and teaching development efforts. The key words that sum up my experience of the Teaching Award process are: encouragement, affirmation, support and community. Thank you very much Centre for Bioscience!” (Jane Saffell, 2009 Teaching Award finalist, Imperial College London)*

*“The final icing on the cake was that I was able to use my short-listing for the award as evidence in my recent (happily successful) promotion application – proving the worth of the Award Scheme in providing participants with some concrete evidence of achievement in teaching.” (Debra Bevitt, 2009 Teaching Award finalist Newcastle University)*

**Bioscience**

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### Supporting the GEES HE Community: Awards for academics

The GEES Subject Centre has provided funding to support 70 departmental-based learning and teaching projects between 2001 and 2010, totaling £250 000. Collaboration between disciplines and institutions was encouraged, and outputs made available to the wider community through the GEES SC website and resource database.

*‘Developing successful proposals for GEES [SC] small-scale project funding gave me the confidence to develop bids for larger projects on e-learning. As a result, I have been successful in achieving three JISC projects over the last five years, and am now a partner in the GEES C-change OER project.’*

*‘Following on from attending the GEES New Lecturers’ Workshop, I have received two small project grants in 2005-06 and 2006-07 for projects entitled “Environmental Baseline Teaching Simulation” and “Environmental Citizenship: the student perspective.” As a result of these grants my teaching and learning interests have become focussed on the areas of skills development and employability and education for sustainable development (ESD). Attaining these grants have been very*

*beneficial in helping me develop and focus my teaching and learning interest and develop a position of perceived “expertise” in these areas within the School, despite being a relatively new member of staff in the School. In particular, my involvement led to me authoring a “Sustainability” goal and co-authoring an “Employability” goal in our School’s new learning and teaching policy.’*

*‘I feel that my involvement with the GEES subject centre has been critical in generating my enthusiasm and energy for teaching and learning activities as well as providing the opportunities to develop and disseminate my ideas for teaching and learning activities.’*

**GEES**

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### **The English Subject Centre Website**

For many, the English Subject Centre is its website. It is accessed about 3,500 times per week. The Subject Centre website is a ‘shop window’ for what it does, ‘the shelves’ for delivering its resources and information, a ‘café’ where our community can talk to us and to each other and a ‘delivery bay’ for handling event administration. Recent innovations such as students, blogs and T3 teaching tips evidence the growing diversity of content on the website.

**English**

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### **Certificate in Teaching Statistics in HE**

The Certificate in Teaching Statistics is a distance-learning programme using both written and web-based material run in association with The Royal Statistical Society Centre for Statistical Education. It is designed for those who are teaching or are about to teach statistics in higher education.

*“Taking this course provided me the opportunity to take a different perspective at the structure of the introductory statistics course I teach and how I teach it. Although I have been teaching this course for many years, I looked at my teaching in a much different light. By the end of this course, I had convinced colleagues to restructure our introductory course, and students as well as faculty have been very pleased with the new format”. (Participant Autumn 2007)*

*“I’m very glad I took this course as it forced me to take a step back and really think carefully about what I was doing. As a result of this, I dedicated more time to searching for / developing better resources and activities than I would otherwise have done and I think I made a number of other improvements to my modules.” (Participant Spring 2007)*

**MSOR**

### **International educational researcher visits**

The UK Physical Sciences Centre has a strong tradition of inviting internationally renowned educational researchers from the physical sciences to give UK lecture tours. These tours are very popular, drawing requests from a wide range of institutions across the whole of the UK. The tours raise the status of teaching in departments and engage a broad audience of academics on teaching and learning matters. One visitor, **Lillian McDermott** drew the following comment:

*“Her books have been borrowed by colleagues in Science Education and also colleagues in Physics - so I do think it [the lecture] has had and will have an impact in this department.”*

**Physical Sciences**

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### **Students and teachers in dialogue: developing strategies to encourage dialogue to promote student learning and the assessment and feedback experience**

Feedback practices have recently come under increasing scrutiny, most notably because of the impact of the National Student Survey. This NTFS funded project is identifying, evaluating, and promoting ways to improve feedback to students within the disciplines of History and Politics/International Relations. It is generally recognised there needs to be more work done on disciplinary approaches to student feedback. The project draws heavily on academic literacies research which emphasises the importance of taking into account student engagement with the specific practices and language of their discipline. Thus it argues that it is the very culture of history teaching that informs feedback practices and effectiveness, and only by acknowledging that key point can the experience be understood and improved. The project completes in 2012 but is already providing evidence that feedback practices should focus on the dialogue between students and teachers to promote student engagement in the learning process.

**HCA**

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### **Engineering Education Journal**

The Engineering Education journal has published seven issues since its inception, with papers online and in print being indexed by the Directory of Open Access Journals and the British Education Index. **Professor Fred Maillardet, Engineering Professors' Council**, remarked that:

*“Engineers have much to offer in terms of practical approaches to learning. With the launch of the journal Engineering Education, the Engineering Subject Centre has encouraged engineers to recognise the unique contribution they can make to the pedagogy of learning.”*

**Engineering**

### **Small Project Grants**

Many past grant-holders acknowledge that the opportunities afforded by both the money and the recognition can have a significant impact both for their students and colleagues and for their own careers.

The work initially funded by a BMAF grant began a journey for **Julia Pointon of DeMontfort** through four more years of work into the expectations and achievements of international students. Julia, who leads the Internationalisation SIG, has now completed her doctorate and is now a **National Teaching Fellow**.

**David Taylor of the University of Leeds** focused on ‘how students learn’ and, in addition to work in his own institution, has shared the process with other universities in the UK and Australia to produce a broader analysis. David has more recently been involved in the BMAF New Lecturers Project and co-facilitated the recent workshop at Leeds.

**Marija Cubric** developed the use of wikis for an information management module for both information sharing and assessment and was soon asked to share these methods with colleagues at Hertfordshire. Marija presented at international conferences and published about this work and has recently been appointed as Reader in E-Learning.

Small grants can develop the practice of the grant-holder in enhancing the student learning experience and also draw them in to the wider networks of both BMAF and the Academy.

**BMAF**

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### **CEBE Bursaries for Early Career Academics**

Over the past two years CEBE has offered small bursaries for the annual UK-Northern Ireland Planning Research conference for early career academics submitting an abstract to the planning education track. The purpose of the bursary is to help these early career academics to attend a conference, disseminate their own pedagogical experiments and experiences and to learn from the experience of others.

The majority of recipients stressed that it would have been not possible for them to attend the conference without the bursary and how useful the experience was for them professionally and personally.

**CEBE**

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### **Teaching Development Grants / Classics Small Grants**

Over the last 5 years we have funded over 30 Archaeology Teaching Development Grants and a large number of small grants for Classics. These have resulted in a wealth of resource available via our website and many innovative teaching practices to become more visible.

**HCA**

### Newsletter and e-bulletin

We produce a termly newsletter and monthly e-bulletin (97% satisfaction+) to inform our community about events and trends. These are highly valued for information and teaching. For example an analysis of the student essays that we promote, carried in our September 2008 newsletter, provoked the following response:

*'I have just read the summary of themes from the student essays in your Newsletter. It's just the sort of thing we have been looking for ... I would be most grateful for your permission to copy these into our WebCT module called 'Learning for Learning' and our Welcome Pack for new students ... Would it be OK with you if*

*(a) We present your whole text (obviously with full attribution)*

*(b) Try out the idea of getting some students to talk about the content, from their own perspective*

*(c) Reproduce the text of each theme as a starting point which we could then break down?'*

**Health Sciences and Practice**

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### LLAS conference 2008

Our latest biennial conference, which was held at York in July 2008, attracted 187 delegates, including representatives from employers.

*'The LLAS conferences are remarkable in drawing together a huge range of colleagues from across the sector to talk constructively about pedagogic and strategic developments in ML.'*

**LLAS**

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### Evidence base: Surveys

Since 2001 the Economics Network has undertaken 5 student surveys with over 10,000 respondents (an approximate response rate of 7.5% for each survey), 5 lecturer surveys with 741 respondents (an approximate response rate of 8.8% for each survey).

These surveys provide a much richer source of information than that provided by the NSS, as most of the questions give students the opportunity for comment. Each department gets a confidential report on its results, along with the open-access national results. These are then often used as a basis for CPD within the department.

The Economics Network has also undertaken 2 alumni surveys (a total of 749 respondents) and 2 employer surveys (36 respondents) and a total of 15 focus groups.

*"We have examined the data from three sources: the NSS, the Economics Network Student Survey, and the Economics Network Focus Group. Together these provide a body of evidence to identify where the key issues lie and motivate the discussion as to the way forward in addressing our students' concerns."* (Associate, 2010)

*"Many thanks for sending us the results of the survey. Very interesting and useful material and I am sure it will help in our revalidation of the Economics programme this year."* (Head of Department, 2010)

*"The survey results will be extremely useful for us, and we will certainly be incorporating these findings into our review."* (Head of Department, 2010)

**Economics**

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### **ICS are proud of their**

Student competition

Open Educational Resources (OER) Project

**ICS**

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### **ADM-HEA and CETL Collaborations**

ADM-HEA has worked closely with a number of Centres for Excellence in Teaching and Learning (CETLs) relating to art, design and media higher education. Examples of this work include: the organisation and delivery of a *Cross-CETL Forum* involving art, design and media related CETLS and *Out of the Studio*, a one-day event hosted by University College Bournemouth, celebrated the achievements of those CETLS most closely involved with the art, design and media community, and national and institutional Teaching Fellows across the sector.

In one illustrative example, the Subject Centre collaborated with the Centre of Excellence in Teaching and Learning Through Design (CETLD) to develop *Collecting Experiences*, a symposium held at the V&A in Spring 2009. As well as showcasing research undertaken by CETLD, the event drew together higher education and museum educators to explore art and design students' learning from museums and their collections. **Attendees from HEIs** articulated the following future aims:

*"using the conference as a starting point for research and resource development in the area of HE and object-based learning."*

*"I will...incorporate object-based learning in teaching and stimulate students to use museums in their research."*

**Feedback from museum professionals** also demonstrates impact on future aims in relation to the event;

*"To increase the use of our collections as a learning and teaching resource for art and design students".*

*"I intend to put more emphasis on thinking about how students learn from / engage with our collections."*

**ADM**

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In 2008 the Psychology Network published our *Psychology Student Employability Guide*.

*"I really enjoyed reviewing the guide and found the contents extremely useful. I already have volunteer work lined up for the summer holidays and have my name down with the Uni to take part in some volunteer activities at the start of next semester which will be relevant to my chosen career path. I probably wouldn't have taken the initiative to do this had I not reviewed your guide!" (a student at the University of Abertay, Dundee).*

**Psychology**

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### **Creativity and STEM Outreach**

Working with Materials conservators and curators from museums and galleries:

*'In interacting with UKCME I have increased my knowledge about plastics, especially about identifying different types; creative tips for preventative conservation and understanding of Materials issues. It was good to meet fellow museum professionals and share experiences, as well as meeting the experts.'*  
**(Museum curator)**

**UKCME**

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### **Discourse: learning and teaching in philosophical and religious studies**

PRS publish a journal, *Discourse* – originally called the PRS-LTSN journal, which is now on its 18<sup>th</sup> edition and is fully available as a searchable online resource as well as in printed format. It has raised the profile of learning and teaching in our disciplines, and publishes interviews with teachers in our disciplines who have been influential in L&T issues, submitted papers, reports on projects funded by PRS, events and information articles. 77.9% of those **respondents to our feedback survey in 2009** who were aware of the journal rated it as very useful or useful. Comments included:

*The length and focus of the articles are just right. The interview is a good way of engaging with inspirational thinkers. The eclectic approach is stimulating.*

*Discourse offers a good variety of material and focus.*

*I like the style - it's well written and takes its role seriously.*

*Ideas from Discourse...have fed into thinking about teaching and teaching practice in ways too numerous to mention.*

*It has given encouragement and institutional heft to my conviction that teaching is a respectable thing to philosophise on. Publishing in Discourse allows me to present myself to local management as someone serious about pedagogy (because look, here are my publications).*

**PRS**

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### **Subject Associations**

A key element of HLST's networking role has been its collaborative working with subject associations.

The HLST Director joined Subject Associations representatives as members of the panel convened by QAA to review and update the Subject Benchmark Statement for Hospitality, Leisure, Sport and Tourism which is now published

Other initiatives have included consultation on developments in the RAE/REF and a workshop on external examining in which the subject associations provided representatives, as experienced external examiners, to take part. HLST has also been proactive in encouraging subject associations to give more attention to pedagogy and HLST staff have contributed to subject association meetings, conferences, newsletters and other initiatives.

On a number of occasions, there have been opportunities provided by subject associations to meet with students and to gain their perspectives of learning experiences and opportunities in the HLST subjects.

Subject associations have regularly provided contributions to HLST publications and events.

**HLST**

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### **Impact on assessment policy and practice in our disciplines**

*"PALATINE's work on assessment, particularly in the 'tricky' area of assessing live performance has had a significant impact on thinking in the discipline. Assessment protocols and policies have been improved in a number of departments as a direct result of this work".*

*"The department is already rethinking our Level 6 assessment strategy in response to some of the issues discussed during the course."*

*“I will re-think our entire assessment procedure and endeavour to bring a similar workshop to all our staff here.”*

*“We will endeavour to engage our students more in the process and understanding of assessment. Also as a department try to embed assessment into the delivery of the course in such a manner that it is more a process than an event. We will try to introduce a more ‘fluid’ notion of summative and formative assessment so that both evolve with the development of the student.”*

**PALATINE**

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### **Centre-funded projects**

*“[The funding] had a significant impact in the Department... [and] contributed, in part, to a major review of teaching and assessment”.*

Recipient of a Departmental Grant:

*“The Science Log proved to be extremely popular with our first years. It could only have been done in the first couple of weeks when students were happy to carry out unassessed assignments. It was by far the most effective piece of work within the module, and had any added benefits for both students and staff. It will now become a permanent fixture for biology undergraduates at UEA.*

*The most important learning outcome was an appreciation of the importance of good writing to scientists. Exercises that worked particularly well are now being used in other schools across the science faculty.”* (**Harriet Jones, UEA Departmental project holder**)

Recipients of small teaching development grant:

*“Colleagues within our own institution are beginning to use audio files as part of teaching delivery and others have made available to students recordings of their peer group discussions so as to enable reflection on performed work. I am also aware of colleagues in other institutions using audio files both to enhance teaching and, by embedding audio files in Word documents, to provide feedback focussed to specific parts of documents.”* (**Stephen Merry’s report on his mp3 audio files feedback project at Staffordshire University**)

*“The support from the HEA and my mentor Sheryl Meskin has been excellent. Receiving this funding has also led to further involvement with the HEA, and I have found all the centre staff helpful, enthusiastic and professional.”* (**Kay Hack, Queens University Belfast TDF report 2009** (note reference to HEA refers to Centre for Bioscience).

*“We would like to progress this work with additional studies and further exploration of the dataset (for example the qualitative information gathered). This is with the intention of publishing and other appropriate forms of dissemination. We are establishing links with other researchers (e.g. those using learning / personality*

*indices in H.E. together with educators in schools and F.E.) to further explore the implications of this project.” (Mark Langan et al., project report, Manchester Metropolitan University)*

**Bioscience**

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**Improving social work responses to parental substance abuse: models of good practice for social work education**

A SWAP funded project, undertaken by Sarah Galvani and Donald Forrester, University of Bedfordshire, has been so successful that several additional resources have been produced, following a highly rated event.

Work undertaken on this project has been picked up and developed by colleagues at Bournemouth University in their Discipline-focused Technology Enhancement Project.

**SWAP**

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**Law Teacher of the Year**

The Law Teacher of the Year (also known as LTOTY) is sponsored by Oxford University Press (OUP) in association with UKCLE. The award is designed to recognise the vital role that teachers play in the education of tomorrow's lawyers and to reward achievement in teaching. Entry is by nomination from work colleagues, students, educational institutions or representatives of other public or private bodies.

**Impact on student learning experience**

An example of promoting the recognition of excellence in teaching in conjunction with a major law publisher, with strong student input at the nomination and assessment stage. Past winners have gone on to successfully apply for National Teaching Fellowships. (Alastair Hudson and Gary Watt)

**UKCLE**

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**The GEES Community's Voice: extracts from a Head of Department's Experience**

As part of the Subject Centre's evaluation strategy, narratives from different stakeholders have been collected over the last five years.

*'I have a very positive opinion of the GEES Subject Centre, a perspective developed through engagement with its activities since its inception. I am our departmental contact for the Subject Centre, have presented short papers at a number of GEES conferences and workshops, written articles for Planet, acted as an external advisor on a project exploring school/college pupils' perceptions of the GEES disciplines and,*

*more recently, received some research funding from the Centre. Furthermore, the department has hosted five GEES-sponsored workshops exploring a wide range of learning and teaching themes (PBL, employability, linking teaching and research, transition and retention, education for sustainable development).* **(Head of Department)**

**GEES**

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### **E-learning Advocates**

From 2007 onwards the English Subject Centre has supported a number of e-learning advocates in departments. These are academics who champion e-learning and support colleagues in exploiting its potential. Advocates have formed networks supporting each other, and one in particular now has a 'roving' role visiting departments around the UK and blogging about her own e-learning experiences.

**English**

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### **STACK**

STACK is an open source CAA system which makes use of the computer algebra system to generate random questions, establish the properties of answers and to provide sophisticated mathematical feedback. During a recent survey, 9 institutions reported the regular use of STACK both as a voluntary diagnostic tool for students and in formal assessments. One institution reported its use in 2009 to assess over 60,000 student solutions.

*"It truly is a remarkable piece of software and one that has been extremely useful to me over the last two years".* **(Charles Midwinter, 2010)**

**MSOR**

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### **Students as researchers: The 'Spaces and Stories of (Higher) Education' research project**

The landscape of Higher Education in the UK and elsewhere is being rapidly and radically reconfigured amidst the changing contexts of mass education, market forces, technological advances and pedagogical innovation. The re/design and re/construction of old and new spaces is a key part of every university's strategic planning and there has been an exponential growth in the development of new environments for teaching and learning. This research project aims to examine the historical relationships between pedagogy, curriculum and space in Higher Education institutions using archival and oral history methodologies. The research grew out of a symposium held in 2008 on the use of new learning spaces in History. The student researchers have created a database of their research findings, contributed to strategic discussions at RIBA, presented at academic conferences and curated a research exhibition in May 2010. **One of the researchers commented**

*'we have learned from the research process that self motivation and initiative is vital; that research is a messy and often frustrating enterprise; yet also that this experience has been beneficial to our own studies.'*

HCA

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## Events

The Engineering Subject Centre has run over 120 workshops since 2000, including two European and three international conferences. The Engineering Education conference series (due to take place again in July 2010) is proving very popular with the community.

*"Engineering Education 2008 (ee2008) was an active and engaging meeting that provided an excellent overview of research and innovation in engineering education. The topics raised paralleled those we've seen in the USA– issues of identity, inclusion, and professional skills – and make clear that the education of engineering students must embrace (and not simply tolerate) non-technical topics if our students are to be globally competitive."* **(Dr Norman Fortenberry Director, Center for the Advancement of Scholarship on Engineering Education, National Academy of Engineering, USA)**

Engineering

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## International Links

Over the past few years BMAF has become increasingly linked to individuals and institutions in a number of countries overseas where aspects of business education and of teaching and learning are in common.

**Publications:** IJME Associate Editors are Professor Larry Dooley (USA) and Professor Andrew MaAuley (Australia) with further links through the Advisers and Board. Contributions to IJME include those from the USA, Canada, New Zealand, Australia, Hong Kong, Lesotho, Nigeria, Malaya, Ireland, Belgium, Spain, Singapore and China. Contributions from the USA, France and Germany have been received for the Enhancing case study series.

**Australian Learning and Teaching Council:** ALTC (previously known as the Carrick Institute) is dedicated to improving the student learning experience by supporting quality teaching practices. They work as a collaborative partner across all 46 HEIs, at discipline level and with individuals to support change and the exchange of ideas. BMAF have been involved with a number of projects including the RED Report and Resource about support for sessional teachers and currently their Generic Skills Project. A number of UK-based business academics have also contributed to ALTC-funded projects.

**Australia and New Zealand Academy of Management:** ANZAM is the primary professional body for management educators, researchers and practitioners in Australia and New Zealand, with about 600 individual members and 50 institutional members

(representing most Australian and New Zealand universities) as well as members from other countries. BMAF have been invited to present at ANZAM conference and share the work of both the network and the Academy.

**Worldwide:** In addition, academics from Europe, Australasia, the Middle East and Africa have attended the BMAF Conference and workshops and some have visited us in Oxford to follow up the work of colleagues, to discuss specific projects or just to find out more about the subject network. Similarly, while BMAF staff are travelling abroad, opportunities have been taken to meet with academic staff who have expressed interest in the network or are part of current projects, most recently in Australia and Hong Kong.

**BMAF**

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### **Accelerating Change in Built Environment Education (ACBEE)**

CEBE has spearheaded four phases of the Accelerating Change in the Built Environment project, encouraging closer collaboration between education and the construction industry. Engagements between industry and HEIs were demonstrated through successful case studies and more than 50 case studies have been compiled up to date and made available. This initiative has been widely praised.

*“ACBEE has given an entirely appropriate lead to thinking in the Built Environment higher education community, by promoting better dialogue with the industry and professional bodies. ...The network developed through ACBEE’s case study work has proved invaluable as ConstructionSkills and colleague Built Environment Sector Skills Councils set out, about a year ago, to drive on improving communications and relationships with higher education.”* **(Nick Gooderson Head of Education, Training and Qualifications ConstructionSkills)**

**CEBE**

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### **Teaching Ancient Languages workshops**

Biennial workshops aimed at supporting classics lecturers who specialise in teaching languages; they offer suggestions and ideas for innovative teaching.

**HCA**

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### **Resource database**

Includes online resources including papers, toolkits, podcasts, etc produced from our funded projects and workshops and provided by our constituency. These are accessed by a large number of our constituents, with a 97% satisfaction + rate, to develop their teaching practice; the total file downloads have risen from 5 in 2004-5 to 739,106 in 2008-2009 – now an average of over 2000 per day.

**Health Sciences and Practice**

### Liaison magazine

Our magazine, LIAISON is published twice a year and is distributed to everyone on our mailing list (2121 people for the latest issue). It contains LLAS news as well as articles on broader issues affecting our disciplines, most of which are written by our community.

*'I think the new Liaison magazine is superb (I actually look forward to reading it), professional and informative.'*

**LLAS**

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### Early career events aimed at postgraduate teachers and new academic staff.

*"Senior colleagues provided much practical support and career advice over the course of the 2-day event. I was able to benchmark my experiences of completing a PhD and commencing my research/ teaching...I found this event useful and inspiring, and would not hesitate to recommend it to colleagues who are at the early stages of their academic career."*

**C-SAP**

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### Workshops

Since 2000 the Economics Network has held over 200 CPD events involving over 2000 participants. One key measure of success has been the high number of requests for further workshops from departments having appreciated previous ones. Another measure is satisfaction expressed in feedback forms: consistently over 95% of participants have found the workshops useful.

*"Economics Network representatives came to the department to give a presentation on Playing Games in Economics. As a result, specific games have been included in one of the units I am responsible for". (Workshop participant, 2009)*

*"The workshops have provided good ideas for adapting the way units/tutorials were being delivered and a good idea of what other departments have had success with."* (Quote from the Lecturers' survey 2009)

*"I think many academics are put off exploring new technologies in their teaching by the perception that doing so is difficult and time-consuming, involving learning lots of complex new things; this was certainly true for me with podcasting until Bhagesh Sachania showed me how easy it in fact was when he ran a session on this at the Welsh Economics Colloquium earlier in the year." (Lecturer, University of Swansea, Sept 2007, now using podcasting in his teaching)*

**Economics**

### **ADM-HEA Learning and Teaching Days**

The ADM-HEA Annual Learning and Teaching Days were developed as a direct result of discussions at a series of Network events aimed at extending and strengthening a network of colleagues in the ADM sector. The Network events were held at 7 institutions across the UK between Nov 2006 and March 2008 and were attended by 140 people.

There have been 3 successful Learning and Teaching Days held between 2007 and 2009 at Goodenough College, London, Liverpool Hope University and Southampton Solent University. The 2010 day will be held at Sheffield Hallam University in July. These events have been attended by 206 colleagues from 78 institutions, plus representatives from CETLs, Sector Skills Agencies and other groups. When asked what was the most useful aspect of the events the following responses were received:

*"As someone who recruits visiting staff for creative practice sessions (to enrich the curriculum) it was useful to hear debate on the subject and to become more aware of current feeling surrounding the issues involved."*

*"Julia's Sketchbook presentation was very useful. I will be making colleagues aware of these learning resources. It was also useful to meet with colleagues, particularly as this is the first ADM-HEA event I have attended."*

**ADM**

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### **Mini projects**

Since PRS started, we have funded 140 mini projects into teaching and learning issues within departments. Projects have led, amongst other outcomes, to modules being designed and redesigned, curriculum changes, innovations including new software, websites and other course materials, and further funding obtained from research councils for follow-on projects.

*[the project] is having an impact on the department (challenging current approaches to teaching, learning and the design of the curriculum) and on the way in which the department is viewed by the institution - we have often said we are committed to teaching and learning and innovative approaches to curriculum design and assessment, the project is allowing us to make this more real and concrete and showing the institution that we are serious about our intentions to impact on a national scale.*

*[the project] is informing our approaches to curriculum design and to the development of enabling and creative approaches to assessment.*

**PRS**

### The “Enhancing ...” series of books

The first book was published in 2006 and we are now well under way to publishing the fourth. The series comprises the following titles, published jointly by HLST and BMAF with examples specifically chosen to represent learning and teaching their subject groupings:

*Enhancing Employability* (2006); *Enhancing Internationalisation* (2008); *Enhancing Student-centred Learning* (2009); *Enhancing Learning through Assessment* (to be published in summer 2010).

We have covered areas which are of high importance to higher education and there has been a high demand for copies of these books which are disseminated by us, and by the publisher. We re-printed the first book (employability) a year after it was first published following many requests for copies.

**HLST**

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### Undergraduate dissertation site and book

*“This is a very helpful book and should be required reading for all undergraduates getting to grips with the task of writing a dissertation”.*

*“Thanks for the valuable information and insights you have so provided here. Keep it up!”*

**C-SAP**

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### Mapping Dance Project and the Dancer’s World of Work Symposium

The mapping of enterprise education in HE dance produced the influential Mapping Dance report. This led to the Dancer’s World of Work symposium which had a major impact on the HE dance community. The Mapping Dance report had a wide impact including informing the Arts Council’s development of their HE strategy.

*“We recently written a new PGDip/MA in Dance and Professional Practice. The Mapping Dance project informed the development of the programme, with particular emphasis on employability. Having a clearer idea of where our graduates/dance graduates may find employment has helped shape the thrust of the curriculum in terms of pedagogy and creativity.”*

*“The ‘dancer’s world of work’ symposium has had a significant impact in terms of thinking about employability not only for our students but in terms of developing networks to explore the potential for professional development provision in the Yorkshire region”. (Head of Dept.)*

**PALATINE**

## Events impacts

*“... I value the interactions with the Centre. Many of the interactions lead to long-term benefits through the bringing in of various forms of good practice, though it is often difficult to relate these to specific events: the process is more nebulous but no less beneficial for that. We have some 500 undergraduate students in the School all of whom have benefited in some way from the interactions with the Centre.”* **(Event attendee via Event impact follow-up survey for 2005-2006 annual report)**

**Bioscience**

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## Social Work Reform Board

Following substantive support in terms of both input and dissemination of the work of the Social Work Taskforce, SWAP was invited to be a member of the Social Work Reform Board which is reforming social work education and practice in the light of the Baby Peter case. SWAP is facilitating dialogue across higher education social work programmes and is seen by BIS, DCSF and DH as having a role in the implementation of the reform plans. An example is SWAP's commissioning of research on current practice on admissions which is informing the Reform Board's decisions on calibre of entrants.

*“These notes are very helpful and I am using them to input into the GIP and a brief report for the SWRB”* **(from member of Taskforce)**

*“It speaks directly to our current review of our admissions process.”* **(admissions research)**

**SWAP**

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## Impacting on the Host Institution

Supporting the implementation of active learning approaches, and the development of an Active Learning Laboratory, in the Department of Engineering at the University of Liverpool:

*‘UKCME has supported the implementation of CDIO (Conceive, Design, Implement, Operate) educational principles across the Department, drawing on experiences internationally at MIT and other research intensive institutions. UKCME has also had direct input into innovative icebreaker and Two-Week Creation activities that promote active student learning in our undergraduate programme’.* **(Head of Department)**

**UKCME**

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## Open Licensing of Climate Change and Sustainability Resources

In late 2008, the GEES Subject Centre consulted with the GEES HE community on whether it should develop a proposal for funding from the HEA/JISC Open Educational Resources (OERs) Programme. The answer was a strong ‘yes’, with the decision taken to theme the

proposal around 'climate change and sustainability', one that is core to the GEES disciplines. Six institutional partners [Exeter, Liverpool, Southampton, University of Wales, Newport, Keele and the Open University], the HEA ESD Planning Group and the three Professional Bodies engaged with the development of the proposal, resulting in a successful bid.

The aims of the project are:

To engender cultural change towards open licensing of educational resources within the GEES Disciplines; To build capacity for continued release of OER beyond the funded life of the project; To enhance the profile of the theme climate change and sustainability within both GEES and the broader stakeholder community; To enhance the profile of UK HE GEES learning and teaching both nationally and internationally.

Outputs will include a significant body of open licensed material on climate change and sustainability, and accompanying guidance and case studies for those interested in engaging with the development of further OERs. A launch event to showcase project outputs will run in April 2010, alongside the launch of a joint GEES SC—HERG publication, 'The Pedagogy of Climate Change'.

*'It has allowed the three disciplines to work more closely together. They could have taken, say, a methodological approach with a theme on fieldwork. The climate change theme is something that all three disciplines can contribute to. It was a wise strategic decision to go with this theme.'*

*'The outputs – hopefully end up with a coherent set of resources (albeit with different approaches from each department). This might make them more useable than if the project involved a whole range of different topics.'*

**GEES**

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### **Why Study English?**

'Why Study English?' started in 2003 as a leaflet distributed to all secondary schools in the UK outlining the benefits of studying English at HE level. It was followed in 2007 by a website of the same name which helps young people and their parents make informed choices, and addresses some of the concerns they may have about studying a non-vocational subject. The website receives about 400 hits per week at peak times.

**English**

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### **rpanel**

The statistical computing system R is the dominant environment for statistics groups throughout the world. R is now also heavily used in teaching at both undergraduate and postgraduate level. An add-on package called rpanel has been developed with two aims, to give users easy access to graphical controls for interaction and animation, and to provide interactive teaching tools which make good use of these controls. The system has been very

well received by the community, with numerous invitations to speak on the topic and run workshops.

*"The package provides an accessible platform for the development of dynamic and interactive graphical analyses. In addition it can be used for the rapid development of specific applications (cf Giannitrapani & Jones (2008)). As such, rpanel is a real enabler which will be increasingly used in the coming years."*

**MSOR**

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### **Scholarship and Publication**

History has been involved with a number of hard-copy publications regarding the scholarship of teaching and learning. Most recently, it has launched a series of guides entitled "Historical Insights," which offer examples of teaching specialist subjects. Through the creation of these guides, and their free distribution to departments and workshop delegates, the Subject Centre had aided in the creation of virtual communities that lessen the feelings of isolation of academics in smaller departments and promote the efficient, widespread dissemination of best practice. The appeal of these guides is clear from the consistent request by delegates for additional copies, the high level of pre-orders for new issues, and the continual download of e-versions off the History Subject Centre website. Since launching in October 2009, nearly 600 hard copies have been distributed and over 500 downloads have been made.

**HCA**

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### **Undergraduate and postgraduate projects**

*"My research on students' with family responsibilities has been used again! This time by a student parents group at Leeds University who put forward a Union motion at Council for recognition and support of student parents as a distinct demographic group!"*

**C-SAP**

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### **Wikivet – community of practice**

In 2006 MEDEV staff worked with Edinburgh and RVC veterinary schools to establish a wiki to support veterinary pathology teaching. Sharing educational resources in a wiki allowed the relatively few teachers in the UK to pool resources. In 2007 they were awarded a small JISC grant (20K) to expand their process for harnessing students as authors of content (with staff/peer review to assure quality) to more UK partners. Now Wikivet has attracted an annual grant of 50K per year for 3 years from a pharmaceutical company to cover the entire veterinary curriculum and has over 6,000 users world wide. It was written up and published in an academic journal in (March 2010).

**MEDEV**

## Islamic Studies

UKCLE has been involved in the area of Islamic studies on a number of fronts. For example, it made a significant contribution to a groundbreaking conference in Venice in September 2009, *'Re-imagining the Sharia'*, initiated by our host institution, the University of Warwick. With 88 delegates from 26 countries, it successfully brought together cutting edge scholarship in diverse areas of the Islamic legal tradition on an international platform. Since 2007, UKCLE has been funding a major project on developing materials for a range of Islamic law modules for use by teachers, students and practitioners in the discipline of law and beyond. Draft manuals are already being used to redevelop course modules.

**Impact on student learning experience:** An example of how UKCLE recognises emerging agendas and seeks to identify and bridge gaps in knowledge and skills by developing and supporting work that is current, relevant and has the potential to transform teaching and learning in that area.

*'UKCLE can be rightly proud of the work it is doing in this area.'* **Professor William Twining (University College, London; UKCLE External evaluator)**

UKCLE

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## Engineering education special interest groups

In addition to pedagogic workshops, a tool kit, guide and a peer-reviewed journal, an engineering education research special interest group co-ordinated by **Robin Clark, National Teaching Fellow at Aston University** provides

*"a real opportunity for engineering education researchers in the UK to come together and start to develop momentum. By creating a strong community, collaborating and exchanging ideas, we can become more active participants on the national stage and with our colleagues in the international arena".*

Engineering

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## Disabled students website

Our Increasing Provision for Disabled Psychology Students website (2005-present):

*"I have always had concerns that perhaps due to my impairment I may not be able to fulfill my dream of pursuing a career in psychology, but reading this website - particularly the case studies - was hugely inspiring, and gave me the confidence and motivation to go ahead full stream, and attain my goals." (a visually impaired student).*

Psychology

## Workshops

BMAF has a highly successful Workshop Programme with 81 events over the last five years in all parts of the UK. During this period more than 1500 delegates have attended from over 100 UK universities and also from Europe and the Middle East. Each workshop is hosted by a participating university and the topics selected relate directly to current issues, trends and developments across the sector.

Feedback from the workshops is very positive and participants have often indicated how attending the workshop has been the initial driver for change and innovation in their own institutions. Many also identify the participant list as a critical tool in expanding their networks and appreciate the availability of presentations and other materials on line as links can be e-mailed to colleagues for information. These events also offer opportunities for individuals or teams of the host institution to raise their own profile and that of BMAF and the Academy within their school and university.

*"This was the best thing I have ever attended".* **(Feedback on the New Lecturers Workshop)**

**BMAF**

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## CEBE's Departmental Research Grants

CEBE annually funds a series of grants to fund pedagogic development or research within departments.

*"... [the] project funded by CEBE and led by [participant] has resulted in a number of changes to the teaching of information literacy within the department. These will include changes to the curriculum, changes to the teaching material delivered and changes to the assessment of students. They will impact all students within the Department. Other changes as a result of the research into the literature reviews for Final year Dissertations will be reviewed by our Teaching and Learning Committee and our programme directors."* **(Head of School, Construction Management)**

**CEBE**

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## Raising the status of teaching

In line with many other subject centres, the UK Physical Sciences Centre runs an annual residential event and subsequent meeting to support new lecturers. These events support staff embarking on their academic career and often motivate them to support students in a wide range of innovative ways. One example is a recent attendee who went on to gain funding to promote the use of technology in the department. This funding was through the Discipline Enhanced Technology Academy programme and is actively supported by staff from the Centre. It has already changed practice for at least ten colleagues in the department.

*“Following our recent internal periodic review of learning and teaching... the review panel highlighted this as good practice and encouraged the department to build upon it.”*

**Physical Sciences**

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**Annual T&L Conference**

An event held to facilitate the sharing of innovative and effective teaching practices in archaeology, bringing together practitioners from all around the UK. Feedback suggests that this subject specific approach is what makes it successful.

**HCA**

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**Specialist Interest Groups**

*“My academic work and links through the Race SIG work and my research development is much due to the support that C-SAP has given me; my involvement with the conferences on Race education and the developments since, my links with other institutions have flourished.”*

**C-SAP**

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**Mini-Project Impact Story**

The Health Sciences and Practice Subject Centre commissioned a mini-project to scope and report on the potential for a national programme on Healthy Universities that could contribute to health, well-being and sustainable development. As a result of the Subject Centre award the Department of Health provided matched funding for the Healthy Settings Development Unit at the University of Central Lancashire.

The project highlighted that higher education offers enormous potential to impact positively on the health and well-being of students, staff and the wider community through education, research, knowledge exchange and institutional practice. It also suggested that investment for health within the sector will further contribute to core agendas such as staff and student recruitment, experience and retention; and institutional and societal productivity and sustainability. The research revealed the richness of activity taking place within HEIs and evidenced a rapid increase in interest in the Healthy University approach, pointing to a growing appreciation of the need for a comprehensive whole system approach that can map and understand interrelationships, interactions and synergies within higher education settings – with regard to different groups of the population, different components of the system and different health issues. There is a clear challenge involved in introducing and integrating ‘health’ within a sector that does not have this as its central aim, is characterised by ‘initiative overload’, is experiencing resource constraints and comprises fiercely

autonomous institutions. However, there is also a widening recognition that such a system-based approach has significant added value – offering the potential to address health in a coherent and joined-up way and to forge connections to both health-related targets and core drivers within higher education.

A paper was published in *Health Promotion International* 25:1 with the following acknowledgements:

*The study was funded by the Higher Education Academy Health Sciences and Practice Subject Centre; and the Department of Health. Thanks are due to Project Advisory Group members — Judy Orme, Peter Chell, Mala Rao and Margaret Sills; to Sandra Brookes in the Healthy Settings Development Unit; to the individuals and organizations who gave up time to participate in the research.*

**Health Sciences**

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### **Impact comments from the LLAS community**

*‘Your seminars and workshops are an invaluable tool to enhance and support the experience of us language professionals in the HE sector and to promote networking and collaboration amongst different institutions: we need more not less of them!’*

*‘LLAS is of fundamental support to HE languages departments in England. Its work is vital to the survival of languages in the country ...’*

*‘LLAS is a valuable resource and very supportive and informative to young researchers.’*

**LLAS**

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### **Developing networks**

**Associates:** The Economics Network has 29 Associates. They all have some particular expertise in some aspect of learning and teaching in economics. They run events and attend meetings on our behalf. We have an annual Associates conference to share and develop ideas of deepening the Network and its activities. The National Teaching Fellows in economics are also Associates.

*“The associate directors and associates are already playing a crucial role in extending the Network’s reach beyond the central team and helping to develop a sustainable, distributed model. This is providing increased activity and engagement within departments, together with alternative perspectives, which will certainly add value.”(External Evaluator’s report, July 2007)*

**Key contacts:** The Network has a key contact in every department/school (96 in total) and engages with them on a number of levels, including: paper newsletters, email updates and, from 2005/6, an annual meeting with an opportunity to feed into the Network's annual planning process. In 2008, a system of 17 regional network co-ordinators was established. Their role is to keep in contact with the key contacts in their area and to feed back information to the centre, to help in the organising of local events and to support the work of key contacts in their departments. The regional network co-ordinators have brought enthusiasm to the network in disseminating ideas and practice.

**The academic community:** The Network has 998 individual academics on its discussion list, who also receive a monthly news update. There is also an Education for Sustainable Development discussion group list with 95 members. The Network also has 274 subscribers to its journal IREE, 144 subscribers to its journal Computers in Higher Education Educational Review (CHEER) and 428 subscribers to its paper newsletter.

### Economics

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#### Departmental visits and workshops

PRS staff regularly go out to visit departments and talk to them about their concerns as well as offering workshops and consultancies on various issues.

One particular example of consultancy work is at Bath Spa university, where two members of staff were asked to attend a curriculum review meeting and provide advice on course structure, module handbooks and curriculum prior to the departmental submission to the 'Re-approval of the Undergraduate Modular Scheme'. PRS provided a full report on this, which was used in the work to get the new curriculum and structure of the degree approved.

**Denise Cush, of Bath Spa,** commented:

*'our 'Reapproval Event' on Friday went extremely well, so thanks for everything you both did to help us prepare for this. Among the many commendations was one for working closely with the Subject Centre.'*

**PRS**

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#### **Moving Matters: supporting disabled dance students in HE – developing a best practice resource**

The outcomes of this Development Award have had a major impact on the discipline of dance and other subject areas. The resulting publication and DVD, published by both PALATINE (free to UK HEIs) and Coventry University, received wide acclaim from and publicity within the dance and other arts communities.

**PALATINE**

### **Contributions to Policy Developments**

Providing a powerful subject 'voice' to government reports and developments with professional bodies:

*'TWI's collaboration with UKCME provides opportunities to highlight knowledge generation and technical capabilities of Materials, thus widening access to the discipline and promoting continuous professional development.'* **(Head of Policy, at Subject Association)**

**UKCME**

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### **CEBE Workshop series for educators teaching GIS for planning students/planners**

CEBE organised a series of workshops specifically for academics teaching the subject of Geographic Information Systems/Science (GIS) in the context of planning degree programmes.

A core group of attendees is pursuing the subject of effective teaching methods in GIS provision and has organised special sessions at national and international conferences. Most attendees stressed how valuable the exchange with other tutors working on the same topic has been and how it has inspired them to develop their own teaching, modules further.

**CEBE**

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### **Mental Health in Higher Education**

SWAP has hosted a mini-subject centre for learning and teaching about mental health with MEDEV, HS&P, Psychology and ESCalate. It has a website, regular e-bulletin, hosts workshops and events and links to over 1400 educators. It has (1) facilitated interdisciplinary dialogue about teaching mental health (2) established a mechanism for employers and policy makers to engage with educators in HE (3) raised the profile of mental health within the HEA, and supported the contribution of users and carers within HE to teaching and learning

*"Just wanted to say how useful it has been this year to receive your various emails. They have not always been relevant for my work but many are and it feels like I'm being kept up to date on important developments in the areas."*

**SWAP**

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### **E-learning symposium**

Our fifth annual e-Learning symposium, held at our host institution in January 2010, attracted 72 participants over two days and was also streamed over the internet. The event feedback forms demonstrated 86% positive feedback for relevance and 78% for organisation.

*'The e-Learning symposium ... [is] a necessity for the ML community in the HE sector.'*

**LLAS**

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### **Conferences**

Some comments from the Psychology Network's 2006 and 2008 Psychology Learning and Teaching (PLAT) conferences:

*"The conference was very inspiring. I will take what I learned back to our Psychology Department and it will have a positive impact on the undergraduate teaching. I was able to establish links with persons from the UK and America who have similar interests to mine and this was also an invaluable opportunity."*

*"This is my third PLAT conference and I have to say that my work is largely driven – or at least strongly influenced – by what I learn at PLAT"*

*"I find the HEA the most useful (perhaps the only!) resource to assist me in developing my teaching/practice."*

*"We have used the tips for 'promoting authorship' provided at a PGwT workshop and this has reduced plagiarism in my level 1 students."*

**Psychology**

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### **Themed workshops aimed at academics**

We hold workshops to explore themes which often tax more senior academics, for example, how to make use of the NSS data, how to make education in archaeology and classics more sustainable or exploring the issues surrounding external examiners.

**HCA**

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### **QAA Benchmarks:**

The MSOR Network established and chaired the group which produced the revision of the MSOR Benchmark statement and the preparation of a new annex to cover MMath qualifications. This group featured representatives from all sections of the mathematical sciences community and, like More Maths Grads, was an excellent example of how the Network has been able to facilitate the working together of various sections of a sometimes quite divided discipline community.

*"This is just to let you know that \*\*\*\*\* thinks the Annex [MMath statement] is a very good statement and fully supports it". (Anonymous feedback)*

*“Once again MSOR showed how adept it is at bringing the different factions within the mathematical sciences community together to achieve a positive outcome.”*  
**(Professor Nigel Steele, Institute of Mathematics and Its Applications)**

**MSOR**

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### **Curriculum-based workshops**

As well as organising workshops on pedagogical themes (assessment, e-learning) and more broadly based conferences, the English Subject Centre specialises in workshops where academics come together to discuss teaching particular aspects of the curriculum. Examples include: *Teaching Victorian Fiction*, *Teaching Romanticism* and *Shakespeare across Ages and Stages*. These events enable lecturers to engage with teaching and network with colleagues in their areas of special interest. In some cases books in our *Teaching the New English* series have emerged as a direct result of these events.

**English**

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### **ICS are proud of**

Collaborative workshops with professional bodies.

Being able to sustain annual conferences over the last 10 years.

**ICS**

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### **Impact on personal practice**

*There are many examples of how engagement with GEES activities and resources have helped shape my own learning and teaching activities, sometimes by providing information to enhance existing ideas, sometimes by pointing me in new directions. For example, the PBL workshop heightened my interest in team role dynamics in the context of fieldwork and led to new student-based activities about this. The employability workshop promoted an interest in ‘card games’, which I have since used in teaching sessions. More recently, the workshop on student retention added significantly to my understanding of the pre-HE experience and this has helped in the reconfiguration of the Level 1 Geography curriculum.*

*I have taken the opportunity to present research findings at relevant GEES events, particularly in relation to employability (March 2001, July 2004) and the links between fieldwork and ICT (May 2002). The successful application for a GEES research grant to study the carbon footprint of fieldwork (July 2007) is now providing a new opportunity to produce materials on a relatively untouched, but very important, topic.*

**GEES**

## Events Programme

UKCLE has delivered 158 events between 2000 and 2009. These are primarily events organised by the Centre for the legal education community at large, or bespoke CPD events for individual law schools. This figure does not include the many external events, organised by academic and legal professional bodies, to which the Centre also contributes. Satisfaction ratings for UKCLE events are consistently high, predominantly achieving 'excellent' or 'good' from at least 80% and often over 90% of participants.

**Impact on student learning experience:** Such events provide an important means of extending the Centre's reach into the academic community and thereby indirectly influencing the student learning experience by fostering effective and innovative learning and teaching practices.

Some examples of impact quotes from our recent 'How to Podcast' event (September 2009)

*'I will attempt to integrate podcasts into the curriculum.'*

*'(I will) experiment with different uses.'*

*'Podcasting will now feature more prominently (in a blended learning toolkit we are about to launch).'*

*'(I will) use to supplement seminars.'*

*'(I will) use to support formative feedback on e-activities.'*

*'(I will) now approach use of podcasts differently by ensuring they are embedded in the course.'*

**UKCLE**

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## Workshops for practitioners

History has provided its subject community with a wide range of events throughout the United Kingdom since 2000.

*"Incredibly useful information which does not seem easily accessible otherwise, at least through our faculty departments."*

One of our most popular workshop series has been "Teaching as a Postgraduate Researcher". The vast majority of delegates have been postgraduate students with little previous contact with the Higher Education Academy, and noted on feedback forms their desire to attend more HEA and History Subject Centre events in the future. Furthermore, as one **delegate** noted:

*"The workshop was very enjoyable, has made me feel more confident about my ability to teach and to learn how to teach. It has also made me more aware of where to go for any help or direction I need. As it was history specific it has been of far more use than the generic teaching skills seminar I previously attended."*

Likewise, appearances at research-based history events have had a very positive effect in raising awareness of the HEA and its services:

*“I was particularly relieved to find out about the History at the Higher Education Academy website and the resources that have been posted there. Our experience of teaching seminars can be varied and difficult and anything that supports us in our planning and preparation is always welcome. I will be recommending you to other PhD students within the University.”*

**HCA**

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### **Communication skills teaching**

The UK Council for Communication Skills was established in 2003 by Dr Jonathan Silverman, Cambridge University, with financial and other support from then-LTSN-01. They were awarded several small grants (to support the community of practice). Nowadays they have an active independent membership organisation which is sponsored by and represents all medical schools. The UK Council has permanently changed how communication skills (such as ‘breaking bad news’, ethical dilemmas, etc.) is taught. MEDEV also worked closely with veterinary schools who have surprisingly similar communication skills needs.

**MEDEV**

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### **International Journal of Management Education (IJME)**

This was initiated by the BEST Subject Centre in the LTSN and has steadily raised its profile and level of recognition. With an international editorial board it attracts papers from all over the world and has attained a 1 star rating.

The Journal highlights the profile of management education on both a national and international level showcasing educational research and developments within business, management, accountancy and finance. The IJME provides a forum for scholarly reporting and discussion of developments in all aspects of teaching and learning in business and management. The Journal publishes reflective papers which bring together pedagogy and theories of management learning and descriptions of innovative teaching which include critical reflection on implementation and outcomes. By promoting critical discussion on current innovations within these areas, the journal represents an excellent forum for highlighting the profile of management education on both a national and international level.

**BMAF**

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### **Policy engagement**

*“Criminology is a growing area of study which is not mentioned/ has no code(s) at all in JACS 2. There is interest in being able to monitor the growth and development of the subject and hence a need to identify it separately.*

**Experts consulted:**

British Society of Criminology , C-SAP” “

**C-SAP**

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**National Subject Reviews**

In 2007 the UK Physical Sciences Centre independently commissioned national reviews of teaching and learning in physics and chemistry, publishing both reviews in 2008. The aim of the reports was to provide a snapshot view of the state of the student experience. This was informed by widespread consultation of UK HEIs, their students and also statistical analysis of available data. The reviews were very well received across the physical sciences and are helping inform curriculum development and student support in a number of areas. The Chair of one of the review panels said “The Panel felt the results of the surveys were a cause for optimism about the subject.”

**Physical Sciences**

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**Quotes re how people would describe the Subject Centre from our recent evaluation.**

*A fabulous resource, on many levels, to support and advance subject areas, materials, networks, expertise and dissemination*

*Brilliant, I have had more support from the Subject Centre than anywhere else since I began teaching in 1986*

*A National network and resource, a source of contact with other colleagues, funding opportunities and good quality publications*

*An essential touchstone, source of communication and a resource we should all own and contribute to in order to take forward good educational practice*

**Health Sciences and Practice**

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**Event impacts including curriculum redesign**

Comment about our Reps’ Forum event (annual 24 hr meeting for Centre’s key contacts)

*...Most notably, the talks themselves, delivered by enthusiastic practitioners are flavoured with good sense and rooted in a realism that is sadly lacking from some other conference presentations I have listened to. As on my previous visit to this event, I came away enthused again about teaching and armed with new ideas to incorporate into my own practice.’ (Blog posting from Centre Rep, Stephen McClean)*

*“There are significant benefits to discussing ideas and differences in practice with colleagues from different institutions. These don't necessarily appear as specific changes in practice but help inform further discussion and planning.”* (comment from event participant event impact follow-up survey)

*Following the event, I contacted two of the speakers to discuss collaboration in the analysis and development of formative assessment... the collaborations are now taking place. They involve changed assessment patterns”* (delegate at Assessment for Learning event)

*“Consider the format of my own unit's delivery. Develop a framework for students to question their own position on ethical issues.”* (attendees at ‘Teaching Ethics to Bioscience students’ event, 2008)

*“Ideas picked up at centre meetings continue to permeate my teaching”* (comment from attendee at event in 2004-05, quoted in Centre's annual report)

**Bioscience**

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### **Assessment Standards**

A workshop, with participants invited primarily from Institutional Partners, was held to discuss the characteristics of final year (level six) assignments assessed at the threshold of first class work. The workshop was a response to the attention afforded in recent years to standards, the role of external examiners in this process and, indeed, the robustness of the UK honours degree classification system. It represented a disciplinary perspective on the issue. About twenty academics from across the HLST subjects and a range of UK universities met to firstly assess work in small groups and then to discuss and agree the qualities looked for in first class work. A report of the outcomes of the workshop has been published on the HLST web site.

**HLST**

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### **e-learning and ELT**

PRS has funded six mini projects into e-learning in our disciplines, leading to a variety of outputs, and has conducted a year-long project within the subject centre which provided lots of online resources, a survey on e-learning in our disciplines, and a two day conference in 2008, ‘e-Learning in Dialogue: Innovative Teaching and Learning in Philosophy, Theology and Religious Studies’ from which a special online edition of Discourse was produced. Comments included:

*Excellent. The event was very informative and provided exposure to a well-chosen range of innovative e-learning practices.*

*The e-learning conference was inspiring and informative. The Subject Centre is doing the Philosophical and Religious Studies community in the UK a great service in hosting such events.*

PRS

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### **Celebrating excellence and raising the status of teaching**

Since 2001 the Network has had an annual teaching awards programme to recognise and reward exemplary practice from within the UK academic economics community. Awards are given under three categories: Outstanding Teaching, Student Nominated and eLearning. There has been a total of 37 winners and 30 commendation award holders (and over 100 nominations).

**Iain Long, LSE – the 2008 winner of the Outstanding Teaching Award** commented on his award:

*“As a young economist starting out in his career, winning the Outstanding Teaching Award means a great deal to me. When I won the award, I had only been teaching for two years. When I started, I was determined to be the kind of teacher that I liked as an undergraduate: engaging, interested and conscientious. The award was an extremely strong signal that I was on the correct track. It has given me much greater confidence to offer suggestions on departmental teaching policy, and has significantly raised my profile within the London School of Economics.”*

**Outstanding Teaching Award winner 2007 Robert Hoffman** said:

*“I am very pleased that high-quality teaching is increasingly being recognized as a key part of an academic's job. This type of award and similar initiatives within the higher education sector will provide the right individual incentives to help us continue to meet the expectations of students and their future employers.”*

**Professor David Paton, Head of the Industrial Economics Division at Nottingham University Business School**, said:

*“We are very proud of the quality of our economics courses here in the Business School and I am absolutely delighted that Rob has received the Economics Network award. Everyone in the School already knows what an excellent teacher Rob is, but to have this recognised by such a prestigious national award is just tremendous.”*  
**(University of Nottingham Press release 2007)**

The Network's annual award scheme also not only engages many individuals in its nomination process (including students), but also Heads of Department who are required to provide supporting statements for nominations. This also raises the profile of award winners at an institutional level.

**Economics**

### Impact comments from our community

*'The existence of LLAS has been, and continues to be, crucial in spreading good and innovative practice, in helping departments to predict and cope with external problems and challenges, and in developing a collegial approach to the teaching of languages.'*

*'I'm a generalist in e-learning and for me LLAS provides an excellent one-stop shop for information about current events and research developments in the field. Not only to keep myself informed but to have a solid QA resource to direct colleagues to.'*

*'I think that the success of the Subject Centre owes a lot to the dedicated and welcoming individuals who are involved and who really do create an accessible, friendly professional platform for linguists to engage with. My colleagues and I would not be where we are without you both institutionally and pedagogically.'*

**LLAS**

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### Inclusion

The Centre has continued to support work in the area of inclusive learning and teaching and equality and diversity through our SIGs, work with ECU and the Academy York inclusion team.

**C-SAP**

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### Impact Statements

*"Thank you very much for the 'New Teachers in Architecture' session at the RIBA a week or so ago, and in fact I am still buzzing by the topics we discussed. Since the session we delivered a BA1 review which was designed to be entirely peer reviewed. The feedback from the students was very positive and we were delighted by how serious the students undertook the review, and comments on how much they learnt – a great success. Thank you all once again." (Architecture Lecturer)*

**CEBE**

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### Working with CETLs

The Network has played an active role in supporting all the CETLs that have an interest in enhancing the teaching and learning in the Mathematical Sciences. In addition to organising "bring and share" meetings the Network has worked with sigma, the Post-graduate Statistics Centre and COLMSCT to establish and run 4 annual CETL-MSOR (Continuing Excellence in Teaching and Learning in Maths, Stats and OR) conferences (which will continue after CETL funding ceases) attended by over 100 delegates each year.

When asked “What particular ideas and practices are you taking away from this event?” comments from **delegates 2009** include:

*“Confidence to try out more features of maths education”.*

*“Too many to list! One is a reminder where to look for maths engineers resources; giving students the whole picture on skills modules at the outset”.*

*“Since its inception in 2005 sigma has worked exceptionally closely with MSOR Network. We have worked to produce mathematics support resources which are widely used throughout the sector. The MSOR has acted as a conduit to other Subject Centres with which we are having productive relationships. Through the good offices of the MSOR network, the extensive dissemination activity of sigma has been significantly enhanced. The relationship has been one of great mutual support and has been very effective”.***(Moira Petrie, Assistant Director)**

**MSOR**

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### **Portfolio Advice Day**

The Portfolio Advice Day is a widening participation initiative that has been running for three consecutive years and hosted by the ICA and Tate Britain and supported by ADM. The day is specifically targeted at students from families with no history of higher education on vocational courses in Further Education Colleges, The Portfolio Advice Day offers expert advice to potential higher education students.

*“We’re determined to make Tate Britain and the Collection accessible and meaningful to all young people whatever their background or previous experience and what’s more, we want them to inform our programmes and contribute to our understanding of British art practice. Portfolio Advice Day is one of the ways we can do this so we’re really delighted to be hosting it”.* **(Rebecca Sinker Head of Young Peoples Programmes Tate Britain)**

*“I’ve learned what I should put in my portfolio and how it should look. To add a more personal touch and be creative. Also to experiment more.”* **(Student)**

*“I’m more relaxed now about putting my portfolio together with the information I got today. I’ve learned that Universities’ expectations are higher. This is exciting but also I’m a little nervous. It’s good to have your work out and talk about it.”* **(Student)**

**ADM**

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### **Assessment for Learning National Conference**

A one-day national conference on Assessment for Learning was run in 2009, with 58 participants attending. Delegates were encouraged to bring students to this event, with the Subject Centre providing bursaries. Eight students attended, and made up a panel that led the delegates in discussion.

*'I enjoyed the talks and workshop - but I also thought that hearing the students' perspective from Aaron and the panel enhanced the day. Administration of the event was very professional too, adding to an enjoyable day throughout.'*

*'I personally found the sessions I attended very useful and will definitely be using some of the techniques in the future.'*

*'I am a teacher, rather than an HE lecturer, but I found the day immensely fruitful.'*

This conference led to a Special Edition of Planet on 'Assessment for Learning', with papers from conference speakers, delegates, invited authors and related small-scale projects; and a commissioned two-part briefing on Assessment. Both publications are in press (March 2010).

**GEES**

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### **Cross sector engagement – JISC**

*"Thanks for these comments – very helpful. Hope you don't mind me copying my colleagues in as I think a few of us are now seeing some parallels between the two programmes – Curriculum Design/Delivery and OER, and we might want to exploit synergies."*

*"There is a lot of interest in using the case studies within the JISC, ALT and the HE Academy. Well done, all!"*

**C-SAP**

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### **Pedagogic research and SOTL**

Key centre staff have been active in developing pedagogic research and the scholarship of teaching and learning law, and have provided a significant element of discipline leadership in the field, for example, through Burridge's work on clinical legal education; Paliwala on e-learning; Webb on skills-based learning, and legal ethics and values; McKellar on technology-enhanced learning and Varnava's work on ESD. Current centre staff members are on the advisory boards of journals, including the *Law Teacher* (UK), *Legal Ethics* (UK), *International Journal of the Legal Profession* (UK), *Revista Educacion y Derecho* (Spain) and *@tic* (Spain). Centre staff edited and provided the majority of contributions to the book *Effective Learning and Teaching in Law* (Routledge 2002). A further volume of essays, featuring contributions from Centre academic staff, together with leading legal education scholars from the UK, Canada and Australia is underway, as part of UKCLE's 10<sup>th</sup> anniversary celebration. This scholarly work supports UKCLE's engagement with the academic and professional legal communities in the UK and has also helped build a strong reputation for the Centre internationally – for example, in the last four years UKCLE

academics have made invited presentations on the Centre and its work in Australia, Germany (twice), Ireland, New Zealand, Slovakia, Spain, Taiwan (twice) and the USA. The Centre has also been involved in capacity building projects for legal education in Ethiopia and Kuwait.

**Impact on student learning experience:** UKCLE's work in this area helps disseminate effective and innovative practice, to ensure that students benefit from enhanced teaching and learning methodologies and materials. A number of staff members have also retained some active involvement in teaching, so that there is a direct link between their pedagogic research and practice in the delivery of student learning.

**UKCLE**

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### **Gateways to the professions and support for disability**

In 2002 MEDEV funded two mini-projects in the area of support for students with disability ("Students with disabilities: A comparison of admissions Systems" and "Disabled students - disabled doctors – time for a change. At that time the debate around whether and how physical or mental disability affected students entering higher education leading towards professions registration with the relevant statutory body in health was starting to hot up. A case in which a wheelchair user (who was favourably considered by a UK University) unsuccessfully sued the GMC for discriminating against their application for admission to medical school. The issue hinged on the need for the student to successfully achieve ALL of the outcomes laid down by the GMC to meet the standard for professional registration, and it was considered that the physical disability would preclude passing all aspects of the course. The University was precluded from making an offer to a student who had no reasonable expectation of being able to register with the professional body at the end.

At the same time already-registered practitioners with health issues could continue to practice providing that the safety of the public was not compromised. Despite the legal ruling, it was clear that there was an inconsistency in procedure.

MEDEV worked with both funded projects in order to investigate the background issues, and the results were published in separate reports. While MEDEV makes no claim to having resolved these issues our early advocacy for a difficult subject, working with the sector and consistent support for this area was praised by the professional bodies and led to permanent change in practice.

**MEDEV**

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### **Reward and Recognition of teaching**

*"Many thanks for the award - it was a real thrill to have my contributions to teaching recognised."*

**C-SAP**

### Influencing Policy

In addition to the national subject reviews, the UK Physical Sciences Centre engage with a wide range of national, professional, government and employer organisations to develop and influence policy for UK HE. The Director has chaired the HE panel of the emerging 14-19 Diploma in Science and works with a number of professional bodies to advise on educational policy development. In 2004 the Centre co-funded research with SEMTA, a science based Sector Skills Council to review forensic science provision across UK HE. This report was cited in the 2005 House of Commons Science and Technology Committee report 'Forensic Science on Trial'.

### Physical Sciences

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### Drug Calculations

In Health Sciences and Practice drug calculations are found to be problematic and have life threatening consequences. Our Occasional Paper No 3 *Competence in Practice Based Calculation: Issues for Nursing Education* published in 2002 continues to be downloaded, as is an article entitled 'Drug calculations and the mathematics required for nursing'; between them, they are the most downloaded resources from our website.

The search terms on our website are dominated by Drug calculations and Nursing – there is an on-going need for this support and is now also related to Pharmacy since prescribing courses require resources.

### Health Sciences and Practice

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### Other impacts

*"I'm new to it [being a Rep] but look forward not so much to representing/promoting the Centre within my dept (which I do anyway) but more to being part of a network of reps-which hopefully provides mutual inter-institutional support."* (Bioscience Rep, Forum 2008)

### Bioscience

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### The Journal of Hospitality, Leisure, Sport and Tourism Education (JoHLSTE)

JoHLSTE is the HLST peer-reviewed, international e-journal. It is published twice a year in the Spring and Autumn and is freely available via the website. It aims to promote, enhance and disseminate research, good practice and innovation in all aspects of education in the hospitality, leisure, sport and tourism subject areas. As a freely available, peer-reviewed publication, it encourages greater understanding, links and collaboration across the subject areas.

The journal's papers are having an impact on lecturers' practice. For example, the resource review of Turnitin has been used by Leeds Met University to inform academics on their use of plagiarism software, and also by the University's Unfair Practice Board, and by the Registry and Secretariat's Office as part of a staff development session. Details of and a link to this article is also included on the home page of the "PlagiarismAdvice.org" website. JoHLSTE has provided a peer-review outlet for learning and teaching research in sport and exercise sciences, and the establishment of a Division in Education and Professional Development in the British Association of Sport and Exercise Sciences illustrates a growing interest in focusing research in this area.

*"We've been looking at other online journals and are really impressed by JoHLSTE - so much so that you may see some strong similarities when our website is up and running."*

**HLST**

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### **Disseminating best practices**

*"I just wanted to mail you to congratulate you on an excellent conference and to say how much I enjoyed it. There was a really stimulating set of discussions and I came away feeling inspired and motivated."*

**C-SAP**

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### **A-level Above Conference**

This conference provided an opportunity for academics, school teachers, exam boards and policy-makers to consider ways to enhance students' progression in philosophical education, with a particular focus on the transition from school or further education (including A Level, Highers, International Baccalaureate and Access courses) to undergraduate level study of Philosophy in the UK.

Feedback comments included:

*One of things I will certainly do is keep focused on how difficult transition can be for students. By doing this I will hopefully stop any student's slipping through the cracks in the early stages.*

*[It has] given me an insight into the teaching of philosophy beyond school that may inform my own approach to the work I do in primary and secondary. In this regard it was very useful.*

*I'll certainly be revising the form of our first year induction programme in light of the knowledge I gained at the conference.*

*It was a good opportunity to express and share what was happening with those north of the border to ensure people had an understanding of what was happening in Scotland.*

*Much clearer about what students are and are not likely to have encountered prior to university. This may well affect content of future first year seminars.*

*We are already sharing ideas with other delegates following the conference, building useful links and networks.*

**PRS**

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### **Student placements**

The Economics Network is in its second year of employing a student placement to work on its *Why Study Economics?* website for prospective students and its new website *Studying Economics* for current students, launched in September 2009. The scheme so far has proved extremely successful, allowing the Network to work more closely with students, including providing resources for students by students. The current student placement officer is sponsored by the Royal Economics Society.

*What is particularly good is the site – Why study economics? – I thought that was really colourful and it's a great design for students so we've put a link to that from our blackboard site. We recommend the use of the site to students" (Lecturer, External Evaluator report, 2007)*

Both websites are sponsored by the Royal Economics Society and the Studying Economics website is run, and consists of materials largely designed, by students. The sites have grown rapidly in popularity, with 420,505 successful page requests for *Why Study Economics?* during 2008/09 and 181,925 successful page requests to date for the newly launched *Studying Economics*.

**Economics**

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### **National forum**

A national forum organised by the Psychology Network in 2006 focusing on the relationship between pre-tertiary and tertiary psychology education prompted this comment:

*"Everyone who heard the speakers at this conference will be in no doubt about the importance and the complexity of The issues. It was probably the best conference I have been to." (Jon Sutton, Editor, The Psychologist)*

**Psychology**

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### **Teaching Fellowship Scheme**

Art Design Media Teaching Fellowship Scheme (ADMTFS) has been running for three years. The scheme is part of ADM-HEA's aim to support the professional development and recognition of staff in HE and to ensure that their teaching is valued and rewarded and is linked to the Professional Standards Framework.

Kevin Burns weave technician/textile engineer at the University of Ulster will be demonstrating the motorized weave shuttle he developed to support students with restricted upper body movement as part of his fellowship 2008/9 at the CLTAD conference in Berlin in April 2010.

*“The ADM fellowship is an extremely rewarding and worthwhile experience. I was able to develop an idea that I had for some time into a prototype, which has opened up the possibility of developing a commercial product. Currently the University of Ulster Office of Innovation Services is investigating several options, one being the intention of licensing this technology.*

*What has also been very beneficial is the opportunity I have had to meet with many other ADM Fellowship colleagues who also have a passion for their specific disciplines within Art, Design and Media. It enabled various people to exchange excellent ideas on teaching practice at formal presentations and conferences throughout the UK.*

*The ADM Fellowship has allowed me the opportunity to present and promote my project at several National and International Conferences UK/Europe something I never thought I would have the chance to do, its been an extremely fulfilling process I thoroughly recommend you apply!”* **(Kevin Burns weave technician/textile engineer at the University of Ulster)**

**ADM**

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### **Good practice guide**

The good practice guide has been a key part of the LLAS website since 2001. It contains a collection of commissioned articles written by recognised authorities in their field.

*‘The good practice section is always stimulating.’*

**LLAS**

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### **In 2009 a lecturer at UCL noted that:**

*“The support of the Psychology Network was instrumental in ensuring that problem-based learning in educational psychology training got off the ground in a considered, co-ordinated way.”*

**Psychology**

### **Promoting academic development**

At the core of the Centre's activities is the support it gives to individual academics through a wide range of activities, such as development project funding, departmental seminars and discipline focussed national events. One academic wrote of his personal development after attending one event:

*"All this changed when I attended a one-day special interest meeting on Animations and Simulations."*

Amongst other follow on successes from this work he also stated:

*"Two members of the centre also directly assisted me in my successfully application for a National Teaching Fellowship."*

**Physical Sciences**

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