

*Dear Colleagues*

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This is our second regular email newsletter for the academic year 2016-17 with more news and updates around Teaching, Learning and Assessment. Thank you for all your responses and feedback concerning the previous communications. The emails are also available as pdf newsletters on the [CLT website](#).

For this email I have again built on previous communications and collated further resources particularly on the themes of Education for Sustainable Development (ESD) with links to new publications, Inclusive Curriculum Design and Designing Accessible Courses, Graham Gibbs' 53 Powerful Ideas All Teachers Should Know About, Teaching and Learning Conversations (TLCs), Blogs on Academic Writing and forthcoming ESD Symposia and HEA Events including a focus on Health and Social Care and Practice Based Learning. There is also some information on submitting abstracts for the CLT/SOLSTICE Conferences in June 2017, the EHU CPD Scheme (UKPSF) and the EHU Institutional Fellowship.

### **CLT/SOLSTICE Conferences June 5<sup>th</sup> and 6<sup>th</sup> 2017 (Call for Abstracts)**

**Deadline for proposals: Friday 3rd March**

The 2017 SOLSTICE and CLT Conference is taking place on Monday 5<sup>th</sup> and Tuesday 6<sup>th</sup> June. SOLSTICE and CLT sessions will run as parallel sessions across the two days.

We invite proposals for papers, workshops, demonstrations, presentations, short "PechaKucha" style presentations and posters which broadly align with the conference themes, or relate to other areas of effective practices.

All proposals will be subject to rigorous peer review.

For further information, please click on the following links:

[Conference Themes](#)

[Information and Instructions for Proposals](#)

If you wish to submit a proposal, after reading the instructions, please complete the:

[2017 SOLSTICE and CLT Conference Proposal Form](#)

Registration will open in February. Further details can be found on the [conference website](#).

For SOLSTICE and CLT Conference enquiries, please email: [clt@edgehill.ac.uk](mailto:clt@edgehill.ac.uk).

### **UG/PG Framework wiki**

The UG/PG Framework wiki to which colleagues have requested direct access especially for preparation in validations or periodic reviews is available to on the link below:

<https://go.edgehill.ac.uk/wiki/display/ufr/Home>

NB: You will need your username and password to access the wiki.

Dr John Bostock from CLT and Helen Duell from AQDU will be facilitating a staff development session on using the UG & PG Frameworks in validation and review on **Tuesday 21st February 2017 at 10.00-11.30am.**

### **EHU CPD Scheme (UKPSF) Updates**

**67** colleagues have successfully achieved Fellowship status through our internal scheme in 2015/16 and **94** colleagues across the university are now engaging with the application process, **29** of whom submitted in December 2016 for recognition of HEA Fellowships categories D1-D2-D3. You can find details of scheme on the link below:

<http://www.edgehill.ac.uk/clt/professional-development/edge-hill-university-cpd-scheme-ukpsf/>

The aims of the EHU CPD scheme (UKPSF) are to:

- Align with and promote the Professional Standards Framework (UKPSF) and reflect the aspirations of the Higher Education Academy (HEA)
- Contribute to achieving, enhancing and developing the University's strategic objectives for learning and teaching and staff development
- Be effective in supporting and enabling Faculty/Area/Departmental learning and teaching strategies
- Enable applicants to enhance and develop their professional practice by providing opportunities to evidence that development where appropriate
- Contribute to individuals' career development by supporting and informing innovative and reflective practice
- Be collaborative and harness expertise from across the institution and beyond
- Offer flexible and creative opportunities for staff to engage in professional development that is meaningful to them and supports them in enhancing their practice with a focus on continuous enhancement of the student experience
- Provide opportunities for peer to peer learning, networking and dissemination within the university and beyond

### **Successful Applicants' Feedback 2016**

- *"I have now received my D3 Senior Fellow of the Higher Education Academy accreditation, and would like to thank CLT and all those involved who helped me to achieve this status. I could not have done it without you! Many thanks for all your support."*

- *“Thank you CLT – I have registered and received my certificate already. I hope that all current and newly appointed experienced staff take advantage of what you offer and the support available from yourselves for HEA Fellowship. Again, thank you.”*
- *“Many thanks for this and for the support of CLT throughout.”*

### **The Institutional Teaching and Learning Fellowship**

CLT also manages and co-ordinates the Learning and Teaching and SOLSTICE Fellowship schemes which are integral to Edge Hill’s desire to develop and recognise excellence in teaching and learning within the University.

The scheme is designed to:

- enhance learning of students by the dissemination of good practice across the University
- recognise and support excellence in teaching for learning and learning support activity
- strengthen the implementation of the University Learning and Teaching Strategy

Fellowships provide an opportunity to achieve personal and professional development and to share good practice across the University and to contribute within a vibrant community to sharing ‘practical examples that work’. This includes contribution to the future direction of learning and teaching strategies and to the expanding base of scholarship of learning and teaching at Edge Hill.

It is expected that Fellows will demonstrate ongoing commitment to teaching and learning development within the context of University priorities.

This will be coupled with taking responsibility related to teaching and learning leadership within their subject, faculty, or service area and at University level.

All 50 of our Institutional Fellows contribute to the CLT Staff Development Series (see below) by disseminating aspects of their work to other colleagues. This work is aligned to Institutional Teaching and Learning Priorities. Through this dissemination, colleagues are able to take away practical ideas around Teaching, Learning and Assessment to share with staff in their areas and to apply to their own teaching. The Fellows also act as Internal Reviewers and Mentors for the EHU CPD Scheme (UKPSF) for recognition of HEA Fellowships, and in many instances as Personal and Academic Tutors (PATs) for the PGCTHE.

You can see who the Fellows are if you scroll down on the following link:

<https://www.edgehill.ac.uk/clt/homepage/key-areas-of-activity/fellowship-scheme/>

### **The CLT professional development series**

There are a number of forthcoming professional development sessions scheduled for the academic year 2016/17. [The 2016/17 Programme of Events](#) has been coordinated by the CLT in response to the emerging themes and priorities highlighted by Faculties. The programme of events is available to book through the on-line booking system and each session is mapped to the UKPSF and to the respective PGCTHE modules.

### ESD Professional Development – European Leading Practice Publication

This is a new publication produced by the “University Educators for Sustainable Development (UE4SD)” project. UE4SD is a European Commission funded project involving 53 partners from 33 countries active in education for sustainable development (ESD) in higher education. This publication is intended for those involved in education and training, particularly the professional development of staff.

The “Leading Practice Publication: Professional development of university educators on Education for Sustainable Development in European countries” presents 13 leading examples of good practice in higher education professional development in ESD from 10 countries across the European region and outlines key lessons learned from existing professional development activities.

Any inquiries about the publication can be sent to the Project Director, Prof. Daniella Tilbury ([daniella.tilbury@unigib.edu.gi](mailto:daniella.tilbury@unigib.edu.gi)) or the lead editor, Dr. Jana Dlouhá ([jana.dlouha@czp.cuni.cz](mailto:jana.dlouha@czp.cuni.cz)). For further information about the UE4SD project please contact the Project Coordinator at the University of Gloucestershire: [ue4sd@glos.ac.uk](mailto:ue4sd@glos.ac.uk).

CLT hopes you will find this publication interesting and useful in your professional activities. Please do share this publication widely with relevant colleagues and networks.

### EAUC Living Labs report and toolkit review version will be presented and discussed at the Living Labs event.

University of Manchester, 31<sup>st</sup> Jan 2017.

The Living Lab is a revolutionary concept that capitalises on a FHE institution’s strengths in order to address its weaknesses. This involves harnessing the immense intellectual potential stored in its students and academics to solve real-world sustainability problems in collaboration professional staff and local actors. Living Labs are the next major step towards fully integrating sustainability into tertiary education institutions.

The Living Labs event will open with a discussion on the exciting EAUC research, model, and programme. It will also cover (1) how the UK can catch up with the significant lead gained by mainland EU and North America; (2) how to overcome key challenges in implementing a LL; (3) and a discussions on funding and partnerships. The event has been designed in collaboration with Prof James Evans (Manchester University), a world-leading LL practitioner. It features insightful sessions from Prof Stephanie Glendinning (Newcastle University), Liz Cooper (Edinburgh University) and Emily Dunning (Cambridge University).

The full agenda and details can be found through this link: [http://bit.ly/EAUCLL\\_EventJan2016](http://bit.ly/EAUCLL_EventJan2016).

### Symposium on Implementing Sustainability in the Curriculum of Universities: teaching approaches, methods, examples and case studies, Manchester Metropolitan University, Tuesday 7th March 2017

One of the major barriers to the wide incorporation of matters related to sustainable development at higher education institutions is the fact that sustainability is seldom systematically embedded in the curriculum. Yet, proper provisions for curricular integration of sustainability issues at part of teaching programmes across universities is an important element towards curriculum greening. Despite the central relevance of this topic, not many events have specifically focused on identifying ways of how better teach about sustainability issues in a university context. It is against this background that the “Symposium

on Implementing Sustainability in the Curriculum of Universities: teaching approaches, methods, examples and case studies” is being organised by Manchester Metropolitan University, in cooperation with a number of institutions of higher education active in this field. It will involve researchers in the field of sustainable development in the widest sense, from business and economics, to arts and fashion, administration, environment, languages and media studies.

The Symposium will focus on the means to implement sustainable development in teaching programmes and will contribute to the further development of this central topic.

The aims of the Symposium on Implementing Sustainability in the Curriculum of Universities: teaching approaches, methods, examples and case studies are as follows:

- to provide teaching staff at universities active and/or interested on teaching sustainable development themes with an opportunity
- to display and present their works (i.e. Curriculum innovation, empirical work, activities, case studies practical projects)
- to foster the exchange of information, ideas and experiences acquired in the execution of teaching courses, especially successful initiatives and good practice
- to discuss methodological approaches and projects which aim to offer a better understanding of how matters related to sustainable development can be tackled in university teaching
- to network the participants and provide a platform so they can explore possibilities for further cooperation.

Last but not least, a further aim of the event will be to document and disseminate the wealth of experiences on sustainable development teaching available today. To this purpose, the peer-reviewed book titled “Implementing Sustainability in the Curriculum of Universities: teaching approaches, methods, examples and case studies” will be published, with all accepted papers. This will be part of the award-winning “World Sustainability Series”, published by Springer, one of the world’s top five scientific publishers:

<http://www.springer.com/series/13384>

Further details can be seen at:

[https://www.haw-hamburg.de/fileadmin/user\\_upload/FakLS/07Forschung/FTZ-ALS/Veranstaltungen/\\_PDF/Symposium.SDintheUK.2017-1.pdf](https://www.haw-hamburg.de/fileadmin/user_upload/FakLS/07Forschung/FTZ-ALS/Veranstaltungen/_PDF/Symposium.SDintheUK.2017-1.pdf)

#### Delegate Bookings for the 2017 EAUC Annual Conference are Now Open



The 2017 EAUC Annual Conference will take place on **28th - 30th March 2017** at Lancaster University. The theme will be Global Goals: Local Action and the provisional conference programme is now live. Full two-day packages are available from £288 + VAT. EAUC Members are entitled to reduced rates to attend the conference and the first 80 registrations will receive an early bird discount!

Book Your Discounted Place Now.

### **HEA toolkits**

The HEA toolkits bring together useful resources to help colleagues enhance their teaching practice and to improve student learning outcomes. Visit the following toolkits that have been curated in response to key strategic learning and teaching objectives:

- [Transforming assessment](#)
- [Embedding employability](#)
- [Student access, retention, attainment and progression in higher education](#)
- [Internationalising higher education](#)
- [Flexible learning](#)
- [Student engagement through partnership](#)
- [Technology enhanced learning](#)
- [Education for Sustainable Development](#)

- See more at: <https://www.heacademy.ac.uk/frameworks-toolkits/welcome-hea-toolkits#sthash.90bOVYNY.dpuf>

### **HEA Forthcoming events**

A new programme for [training, events and continuous professional development](#) support for 2016-17 has been created to suit academic staff at all career stages - from new to teaching to senior leadership roles and including all different categories of HEA Fellowship.

#### **HEA STEM Conference 2017: Achieving Excellence in Teaching and Learning**

**Dates: 1-2 February 2017**

**Venue: Manchester**

**Who: STEM higher education professionals**

The STEM sector has coped with an expansion in student numbers and the growing diversity in student intake profiles whilst balancing the pressures of research and teaching demands, however the challenge of maximising performance in the TEF looms large. The HEA STEM conference for 2017 will therefore focus on achieving excellence – both in teaching and in student’s learning. This conference follows on from a successful and well-received event in 2016, and will help you to define and deliver teaching excellence in the TEF context.

The TEF sets out to ensure that all students receive an excellent higher education; focusing upon teaching quality, the learning environment and student outcomes. The HEA STEM conference will provide opportunities for you to understand:

- how teaching excellence can be evidenced within the STEM disciplines;
- how you can identify exemplars of best practice that can be customised to your own circumstances and adopted into your own practice.

### **Call for papers - your chance to get involved**

This year the HEA will be delivering a number of conferences which aim to bring people together to share best practice and experiences.

Take the opportunity to showcase your work, research and ideas by submitting a proposal for oral presentations, workshops, symposia and poster sessions.

Calls are currently open for the following conferences:

- [National Conference for Learning and Teaching in Cyber Security, 5-6 April 2017](#)  
Deadline for submissions - 20 February 2017
- [HEA Surveys Conference 2017: Understanding and enhancing the student experience, 11 May 2017](#)

Deadline for submissions - 20 February 2017

### **Practice Education Special Interest Group Wednesday, 29 March, 2017 - 10:00**

**Venue**  
**The Higher Education Academy**

**Focus**  
**Health and Social Care**

### **Introduction**

Practice Education plays a vital role in providing experiential and work based learning to thousands of health and social care students across the UK. With such an important role in the education of future health and social care professionals the HEA are delighted to announce this inaugural meeting of the Practice Education Special Interest Group. The aims of the group is to support those educators who are responsible for the design, co-ordination and delivery of practice based education. This inaugural meeting will include input from the Chair of the Health and Care Professions Council (HCPC), details of professional recognition and a discussion about issues related to the assessment of competence. The meeting will also be used to identify and plan future special interest group activities.

The Practice Education Special Interest Group is free to attend to HEA subscribers and their NHS and Social Care partners and will be of interest to Directors of Placements, Placement co-ordinators, Practice Placement Facilitators and Practice Educators from NHS and Social Care providers. Places are limited and are strictly on a first come basis.

### Learning Outcomes

At the end of the inaugural meeting participants will be able to:

- Describe some of the key challenges associated with the assessment of competence in the workplace
- Understand how HEA professional recognition applies to practice educators and those individuals supporting learning in practice
- Articulate the importance that the standards for conduct, performance and ethics play in preparing tomorrow's health care professionals
- Detail the value of being involved in future practice education special interest group activities

### Blogs on Academic Writing

Some of you may be familiar with the [Royal Literary Fund \(RLF\) Fellowship scheme](#) that has placed more than 300 professional writers in 120 UK higher education institutions since 1999, providing one-to-one tutorials for students.

You may also know about the [RLF Consultant Fellowship scheme](#) that has some 36 Consultant Fellows (CFs) leading writing workshops and other activities across 29 universities in the UK and abroad.

To strengthen its writing development work across the sector, the RLF has launched two blogs aimed at students and staff. In [Top Tips](#), working writers running workshops in universities offer insights into how to write powerfully and productively, whilst [What's Happening?](#) Features reflections from professional writers about the relationship between their creative work and their writing development workshops.

Together, the two blogs provide valuable advice about the writing process together with techniques to help invigorate academic writing practices. Do visit the blogs and recommend them to students, academics, learning developers, writing developers and others looking for sources of inspiration and guidance.

### Academic Literacies

CLT has been asked to reissue the following details on Academic Writing Support. This section from the previous CLT newsletter notes some of the issues which international students can find particularly challenging in academic writing and suggests ways that teachers can assist international students to become successful writers.

You will find additional resources relevant to teaching academic writing in other entries in this resource. See Language, Reading and note-making, Assessment and feedback, Supervision and Avoiding plagiarism sections.

**Theme: Click on each theme to directly access HEA resources**

[Literacy skills](#)

[Study skills](#)

[Written assessment](#)

[Essays](#)

[Reports](#)

[Dissertations](#)

[Theses](#)

[Internationalisation](#)

[International students](#)

Also as part of our CLT Staff Development Series to which all Institutional Teaching and Learning Fellows contribute, there will be a session on Academic Literacies presented by Dr Phil Rigby from FOE on **Wednesday 29<sup>th</sup> March 2017 at 12.30-2pm**. You can book on this session via the following link:

<https://www.edgehill.ac.uk/clt/professional-development/events/>

### **Internationalising higher education framework**

Preparing 21st century graduates to live in and contribute responsibly to a globally interconnected society:

<https://www.heacademy.ac.uk/internationalising-higher-education-framework>

Internationalisation is of growing importance to higher education (HE) within the United Kingdom (UK) and across the world, driven by political, economic, educational, social and technological advances. This is evident in the diversification of academic communities and the provision on offer, as well as the content, mode, pace and place of learning. In this changing context, it is timely that the Higher Education Academy (HEA), the leading national body for learning and teaching in the UK, has developed this strategic framework with the purpose of inspiring and assisting the sector in a key aspect of internationalising HE: Preparing 21st century graduates to live in and contribute responsibly to a globally interconnected society. The framework has been developed for the UK sector, but may also have relevance for HE systems throughout the world.

**Theme: Click on each theme to directly access HEA resources**

[Curriculum](#)

[Curriculum design](#)

[Curriculum development](#)

[Internationalisation](#)

[Global citizenship](#)

[Interculturalism](#)

[Internationalising the curriculum](#)

[Transnational education](#)

[Students](#)

[International students](#)

### **Inclusive Curriculum Design (Some very useful links)**

HEA:

[https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive\\_curriculum\\_design\\_in\\_higher\\_education](https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive_curriculum_design_in_higher_education)

Phil Gravestock's Toolkit

<http://www.dmu.ac.uk/documents/about-dmu-documents/professional-services/academic-professional-development/conferences-and-events/addressing-the-different-needs-of-students-05-09-13/inclusivecurriculumdevelopment-resources.pdf>

### Teaching & Learning Conversations (TLCs)

TLC is an exciting cross-institutional collaboration organised by the Manchester Metropolitan University to provide open CPD opportunities for everybody teaching and/or supporting learning in Higher Education. TLCs bring together colleagues from different disciplines, institutions and countries. TLCs are also open to students in HE and students' contributions to the programme are welcomed.

Together, there is discussion and debate on a variety of current teaching and learning topics in a series of webinars which provide a great opportunity to reflect on and share good practice and to find out what is happening beyond your own institution in the more global HE landscape.

All webinars are open to the wider community to join.

Please feel free to share the link to the TLC programme and individual webinars with others who might also be interested. Further information can be found at:

<http://www.celt.mmu.ac.uk/flex/tlc.php>

This TLC will also provide participants with an opportunity to discuss the implications of recent changes at the HEA for the UK professional standards framework.

### HEA Learning and Teaching Blog

The newly-expanded blog brings together the HE learning and teaching community to debate and share innovation. Available here: <https://www.heacademy.ac.uk/blog>

### Designing Accessible Courses

Dr John Bostock led an institutionally represented group to explore potential in course design based on changes to the DSA for HE, thereby preparing to be responsive to the consideration of advancing disability equality within our standard provision. The group allowed a consolidation of ideas in order to incorporate an 'advisory toolkit' as integral to the UG framework.

It was presented at the Teaching and Learning Day in July 2016 and the toolkit consists of advice and guidance/guidelines with examples for staff to access and can be found on the following link entitled 'Designing Accessible Courses':

<https://go.edgehill.ac.uk/pages/viewpage.action?pageId=18055865>

### 53 Powerful Ideas All Teachers Should Know About

Idea 43 - Most assessment involves (unreliable) professional judgement <http://wp.me/p4pPHb-8o> via [@Seda\\_UK](#) [#pgcne](#) Where is validity?

Follow discussions about this on Twitter using [#53ideas](#)

### A Scholarly Basis for Teaching Practices in Higher Education

Peter Khan, editor of *Teaching in Higher Education*, and Sally Bradley, from the Higher Education Academy (HEA), have put together this virtual special issue focusing on '[a scholarly basis for teaching practices in higher education](#)', representing a joint initiative between the journal and the HEA. The issue makes a set of articles from the journal free to access for a period of time, to stimulate the thinking of those who are reconsidering or justifying their practice:

- What is it that makes for effective teaching in higher education, and for teaching that helps all students to thrive?
- How can theoretical perspectives and insights drawn from different disciplinary frameworks illuminate one's practice?
- Constraints need not be a reason to remain uncommitted in one's teaching or to be inactive in the face of injustice; how can one work with them?
- In what ways can critical accounts of lived experiences of higher education pedagogies help practitioners to make sense of their practice?
- What roles do collaboration and interpersonal relationships play within teaching?

[Click here to read the virtual special issue.](#)

### New Publications

#### Education for sustainable development and the professional curriculum

I thought that you might be interested to learn that a paper based on an HEA-funded project a few years ago has now been published. This looks at the role of sustainable development within degree programmes dominated by the need to satisfy professional accreditation requirements, examining how far these require or allow coverage of sustainability and how teachers can respond to the position. It concludes that the strongest way to enhance consideration of sustainability issues would be for the professional bodies to reflect this in their criteria.

The paper is Colin T. Reid (2016), Education for sustainable development and the professional curriculum, *The Law Teacher*, 50:3, 300-306

To link to this article: <http://dx.doi.org/10.1080/03069400.2016.1262986>

#### Sustainable Development Research at Universities in the United Kingdom Approaches, Methods and Projects

Edited by Walter Leal Filho. Springer, Berlin, January 2017, ISBN 978-3-319-47883-8

Highly interdisciplinary, bringing together the social sciences, economics, business, education and environmental sciences. Further details can be seen at:

<http://www.springer.com/la/book/9783319478821>

**York Technology-Enhanced Learning Handbook**

The second edition of the York Technology-Enhanced Learning Handbook is online now at <http://bit.ly/ytelhb> - written by the University of York's [E-Learning Development Team](#) ([Academic Support Office](#)).

The York TEL Handbook is written with a developmental approach suitable for new and experienced academics, from basic principles to case studies of blended learning module design. Accessibility considerations are embedded throughout and checklists for recommended practice are included in each section. The Handbook is Creative Commons licensed, allowing you to re-purpose with attribution for your own institution.

To mark new content in the Handbook, you and colleagues are able to answer the TEL question of the day to share thoughts, experience and examples of TEL practice, each weekday at 12.30pm GMT with hashtag [#YorkTELchat](#) via [@uoy\\_yorkshare](#) on Twitter. Started Mon 9th January 2017.

A full list of updates is available at <http://bit.ly/2iHOTNH>

Feedback [comments always welcome](#). To find out more about the rationale, please view the [slides](#) and [recording from the 2015 ALT-C Winter Conference webinar](#).

***The CLT team hope that you continue to find our regular newsletters useful in supporting Teaching, Learning and Assessment.***

**[Dr John Bostock](#)**

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