

Dear Colleagues

All Staff Newsletter October 2016

This is our first regular 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.

For this newsletter 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 Embedding Mental Wellbeing into the Curriculum. There is also some information on the EHU CPD Scheme (UKPSF).

UG/PG Framework wiki

First a reminder of the UG/PG Framework wiki to which colleagues have requested direct access especially for preparation in validations or periodic reviews. The wiki contains a series of lenses with resources as follows and all can accessed on the link below:

- Inductions and Transitions
- Learning Literacies
- Personal Tutors
- Teaching, Learning and Assessment
- Internationalisation
- Work-based and Work-related Learning
- Personal Development Planning
- Technology Enhanced Learning
- Employability
- Education for Sustainable Development

UG Framework wiki link:

<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 Friday 18th November 2016 at 10.00-11.30am, with a repeat on Tuesday 21st February 2017 at 10.00-11.30am.

EHU CPD Scheme (UKPSF)

67 colleagues have successfully achieved Fellowship status in 2015/16 and over 70 colleagues across the university are now engaging with the EHU CPD Scheme (UKPSF) and preparing to submit either in December 2016 or April 2017 for recognition of HEA Fellowships categories 1-4. 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

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.

NUS on ESD

On the 26th September 2016 the NUS launched [30 faces](#), a small insights project designed to help them identify what it was that influenced 30 young people to lead on sustainability. Their responses are really insightful, and motivational, worth a quick look if you have a moment. It isn't a scientific piece, but I think there are some useful insights all the same.

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 enquiries about the publication can be sent to the Project Director, Prof. Daniella Tilbury (daniella.tilbury@unigib.edu.gi) or the lead editor, Dr. Jana Dlouhá (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.

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.

How can universities respond to climate change?



Friends of the Earth have published their latest report on how universities can respond to climate change. This briefing summarises what some of the UK universities are doing about climate change and the Paris Climate Agreement. It also includes top ten ways a university can look to tackle climate change.

Universities and colleges play a pivotal role in understanding climate change and how to avoid its worst impacts. Whether you're a student, a member of staff or simply live nearby, you might want to know how your university or college can help tackle climate change.

You can read the full strategy in their briefing 'UK academic institutions' response to the Paris Climate Agreement' on their website [here](#).

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

World Sustainability Series: Invitation to Contributors

The World Sustainable Development Series, launched in 2015, has produced a number of ground-breaking books on sustainable development, including the landmark publication "[Handbook of Theory and Practice of Sustainable Development in Higher Education](#)" to be published in early 2017 and whose advanced details may be seen at: <http://www.springer.com/series/13384?detailsPage=titles>.

They are now seeking expressions of interest from experts working on sustainable development, to edit or co-edit future volumes in the series. The books in the series are very influential and highly cited, meaning that they make a visible impact to policy and contribute towards the documentation and dissemination of a wealth of experiences on sustainable development today. Expressions of interest, consisting of a 200 words abstract about a proposed book, with the full contact details of the proposer editor(s) should be sent to info@iccip.net by 30th October 2016. Further particulars and all operational details will be discussed with those submitting their proposals.

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 2016-17 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.

Growing Your Skills in HE Learning and Teaching Tuesday, 29 November, 2016 - 9:00-5.00 Social Sciences

- See more at: <https://www.heacademy.ac.uk/training-events/growing-your-skills-pedagogic-research#sthash.oBGyAu1V.dpuf>

The focus of this one day development session is to support Social Science academics in planning, undertaking and critiquing pedagogical research alongside their existing discipline research and scholarship.

Learning outcomes; the workshop will cover the following topics:

Understanding pedagogic research and its place in HE teaching and learning; The range of pedagogic research methods; Issues in designing pedagogic research; The ethics of pedagogic research with your own students; Assessing and critiquing existing pedagogic research.

Teach well: Embedding mental wellbeing in the curriculum -Wednesday, 30 November, 2016 - 10:00-4.00**Overview**

This one-day workshop is suited to HE staff interested in the role that teachers can play in developing greater student wellbeing in and through the curriculum. The workshop is especially suited to staff looking for practical approaches to the design of wellbeing. It is also of relevance to programme or departmental leaders with responsibility for student retention and success.

Learning outcomes; Participants will: develop confidence in dealing with key concepts around student wellbeing; gain insight into how teaching and learning activities can complement those of student services, as part of a broad 'whole university' approach to wellbeing and student success; identify the challenges to embedding wellbeing in the classroom and consider how these challenges can be addressed; explore practical approaches to promoting wellbeing in and through the curriculum; familiarise themselves with the HEA wellbeing toolkit and consider how this can be used and adapted for a range of purposes.

See more at: <https://www.heacademy.ac.uk/training-events/teach-well-embedding-mental-wellbeing-curriculum#sthash.xi25S7Wc.dpuf>

Grow Your Skills: Embedding Employability in Arts and Humanities – Tuesday, 13 December, 2016 - 9:00-5.00**Overview**

The focus of this one-day workshop will be on embedding and enhancing employability in Arts and Humanities degrees. From degree programme planning to examples of best practice, the workshop will support curriculum development and strategic enrichment of employability in Arts and Humanities courses.

Learning outcomes; Led by a discipline expert from HEA's Arts and Humanities team, the workshop aims to leave you more confident and better prepared to identify and implement an effective employability strategy.

- See more at: <https://www.heacademy.ac.uk/training-events/grow-your-skills-embedding-employability-arts-and-humanities#sthash.VGOGICCi.dpuf>

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 Writing

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](#)

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

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>

Worcester:

<http://www2.glos.ac.uk/offload/tli/lets/lathe/issue3/articles/chapman.pdf>

Durham Compendium:

<https://www.dur.ac.uk/learningandteaching.handbook/3/12/1/>

Plymouth:

<https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity/inclusivity-research>

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>

Reflective Reading Logs

The University of Roehampton published a short booklet a little while ago on using different assessment formats last year and you can see a copy of it at: http://www.roehampton.ac.uk/uploadedFiles/Pages_Assets/PDFs_and_Word_Docs/LTEU_Documents/10%20ideas%20to%20try%20FINAL%20BOOKLET%202014%20Middlemas%20and%20Vamvakari.pdf

See p. 18 for advice on using Reflective Reading Logs.

One of the most effective ways to encourage students to read is to make the readings part of the formal assessment process, by the judicious use of a Reflective Reading Log. This encourages the students to read 5-10 articles over a period of 5-10 weeks and to make brief notes about each article as they do so. They can be asked to reflect on topics such as:

- How does this paper / chapter relate to my future professional practice?
- Could it be used as a reference in my end of term essay / assignment?
- If so, which would be a useful quotation, and why?
- Is there anything more that I could find out about this topic?
- Which 2 other authors have also discussed this topic?

The log can later be handed in as an appendix to the main assignment, or given a separate grade (e.g. 10% of the total grade). Student feedback indicates that is a friendly and non-threatening way to encourage reading on unfamiliar topics. They can also bring their logs to class, to discuss with a peer group.

Designing Accessible Courses

Dr John Bostock has 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 42 'Student engagement is a slippery concept'

<https://thesedablog.wordpress.com/2016/01/27/53ideas-42/>

Idea 43 'Most assessment involves (unreliable) professional judgement – and is all the better for it'

Idea 43 of [Graham Gibbs' 53 Powerful Ideas All Teachers Should Know About](#) is now available on the [SEDA blog](#), and on the [SEDA Website](#) as a PDF.

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

Finally

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**Postgraduate transitions: Exploring disciplinary practice**

Much of the recent significant growth in postgraduate study in the UK has been driven by higher numbers of international students, especially for taught postgraduate provision. Some key organisations in the higher education sector are concerned that this overall picture of growth masks a declining trend for UK-domiciled students to progress beyond undergraduate study.

A review of existing literature indicates that while much is known about progression to first-degree study, our understanding of transitions to postgraduate study is limited. There is little evidence of the extent to which students are encouraged by their academic departments, or others, to identify or consider opportunities for postgraduate study, or how effective those activities are. This research project aimed to explore what underlies disciplinary and institutional variations in rates of transition to postgraduate study in the UK and identify practice that results in more students progressing to postgraduate study.

This research addresses a number of key questions:

- Are some institutions, or types of institutions, more effective than others in terms of higher levels of transition from undergraduate to postgraduate study?
- If so, why and how does this happen? To what extent does it reflect encouragement of students to consider postgraduate opportunities generally, and to what extent is it related to an institution's recruitment to its own postgraduate provision?

- Which disciplines appear to be more effective in terms of increased levels of transition from undergraduate to postgraduate study, within these institutions, and/or more generally? What is the balance between institutional support for progression and support at a disciplinary level?
- Do these issues apply only to transitions to postgraduate study immediately after undergraduate study or also to later transitions (i.e. 'returners' to postgraduate study)? How do they intersect with issues such as the characteristics of undergraduate study or the personal characteristics of students?

- See more at: <https://www.heacademy.ac.uk/resource/postgraduate-transitions-exploring-disciplinary-practice#sthash.ArlaFgDb.dpuf>

Universities and Global Human Development: Theoretical and empirical insights for social change (Routledge Studies in Sustainable Development) Boni, A. and Walker, M. (2016)

This book makes the case for a critical turn in development thinking around universities and their contributions in making a more equal post-2015 world. It puts forward a normative approach based on human development and the capability approach, one which can gain a hearing from policy, scholarship, and practitioners dealing with practical issues of understanding policy, democratising research and knowledge, and fostering student learning - all key university functions.

The book argues that such an approach can elucidate development debates drawing on local, national and international issues and examples to show why higher education matters for sustainable development goals both in educational and social terms. It advocates a new arena of engagement with universities as key sites of development and freedoms beyond human capital and challenges development omissions and gaps around university education. The book explores how the human development approach addresses the following core ideas: the meaning of well-being, the idea of agency, participation and democratic citizenship, how to address inequalities, the relation between local and global, and the idea of equitable partnerships.

This book is addressed to researchers and postgraduate students in development studies, university education, the capability approach and human development community.

Engaging Stakeholders in Education for Sustainable Development at University Level (World Sustainability Series) Fihlo W. L. and Brandli, L. (2016)

This book discusses the role of ESD stakeholders at university level, involving civil society and the private sector and public sectors (including local, national and intergovernmental bodies). In particular, it describes practical experiences, partnerships, networks, and training schemes for increasing the capacity of ESD and other initiatives aimed at promoting education for sustainable development taking place at institutions of higher education. In order to meet the pressing need for publications that may promote stakeholders' involvement in ESD in higher education, the book particularly focuses on state-of-the-art approaches, methods, initiatives and projects from around the world, illustrating the contribution of different stakeholder groups to sustainable development in higher education on an international scale.

New e-book – 'undertaking your research project: essential guidance for undergraduates and postgraduates'

The above e-textbook has recently been published as part of the Jisc funded eTIPS project involving UHI and Edinburgh Napier University. It's intended as a short practical guide, with suggested activities and further readings.

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The book also has a companion website of additional materials and open education resources.
The book is available via <https://www.amazon.co.uk/Undertaking-Your-Research-Project-Undergraduates-ebook/dp/B01IVR27IQ>

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

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**UNIVERSITY
OF THE YEAR**

**TIMES HIGHER
EDUCATION AWARDS**