

Teaching and Learning Support Annual Report

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1. Introduction

Teaching and Learning Support (TLS) focuses on enhancing the quality of teaching and learning across the University in partnership with senior managers, UPSU, academics in the faculties and professional services staff. We develop and promote enhancement actions in response to the quality code, benchmarks, HEFCE, HESA and other regulatory demands, and in recognition of new policies, political imperatives, initiatives and research-based best practice in the sector. We have shared responsibility for delivering the University Education and Student Experience Strategy, relevant policies (e.g. Assessment Policy, Personal Tutoring), the University policy on Teaching Qualifications and Professional Recognition, and the Research and Innovation Strategy in relation to HE pedagogic research and some elements of researcher development.

TLS offers HE Academy (now Advance HE) accredited courses and fellowship recognition through the Teaching Development Framework (TDF), workshops, events, support for individuals and teams, and educational resources, all underpinned by pedagogic research evidence. We provide advice and guidance to senior managers on HE pedagogic issues. Recently this has included gathering information and supporting University preparations for the Teaching Excellence Framework (TEF) and the forthcoming subject-level TEF. The work of the TLS team underpins a number of the teaching and learning success stories across the University of Plymouth, including the award of National Teaching Fellowships and Principal Fellowships of the HE Academy, and the University's national and international successes in sustainability.

Our vision is to be an efficient, effective, enabling service with a clear, targeted offer to provide teaching and learning support and enrichment of the student experience across the disciplines. We work in collaboration with other professional services teams to provide a seamless offer to schools and faculties, particularly ASTI (Academic Support, Technology & Innovation), Central Quality Office (CQO), Learning Support and Wellbeing (LSW) and the Careers and Employability Service (CES). The team is flexible in responding to new University needs and changing circumstances and works closely with faculties: each faculty has a TLS link person.

Every year TLS staff review the School Teaching and Learning action plans and new data sets (NSS/ SPQ/ PTES/PRES/DLHE) to offer direct relevant support for academic and professional services staff. There is a meeting with the Head and Associate Heads of School to plan support for the following year. The Faculty link person shares expertise and resources which encourage innovative pedagogic approaches, as well as providing support for staff who are experiencing issues with their teaching. There have been over 590 individuals involved in bespoke or individual support activities to date in this academic year. Reports and feedback on activities are provided to school and faculty leadership three times per year. The most effective staff CPD is requested by a School or Programme and is delivered in partnership with academic staff. This is an area which we have been focusing more strongly on over the last year.

In 2018-19 we will support implementation of the University's new Education Strategy, and associated developments to enhance teaching, learning and the student experience. We will review the PGCAP/ ITL offer and eligibility requirements, together with those for the new Higher Apprenticeship to ensure that we offer a resource-efficient model for preparing new academics, support staff and PGR students to undertake teaching responsibilities. We will also be increasing support for schools around preparing for subject-level TEF, and scaling up support for embedding employability in the curriculum.

2. Headlines from 2017-18

- Various members of the TLS team contributed to drafting the University's submission for the **Teaching Excellence Framework (TEF 3)** which successfully achieved a silver accreditation. Professor Debby Cotton was selected as a member of the TEF pilot subject panel for social sciences.
- Some initial results from the **TLS evaluation project** are now available and indicate that the PGCAP offer has significant longitudinal value for participants teaching conceptions and practice. Evaluation of TLS/PedRIO conferences suggests high levels of value for delegates' professional development and networks.
- The TLS team supported staff to develop **National Teaching Fellowship (NTF)** submissions, with another success this year - Professor Hisham Khalil of Peninsula Schools of Medicine and Dentistry. Led by Ms Priska Schoenborn, TLS support for NTF applicants has made us one of the top performing universities in this scheme since its inception <https://www.plymouth.ac.uk/your-university/teaching-and-learning/national-teaching-fellowships>
- Building on the team's links and recent international work, particularly in China, the TLS team have developed and marketed the first Plymouth **International Faculty Developer Programme**. Led by Dr Jennie Winter, this is open to international colleagues interested in faculty development, and it is delivered on the Plymouth campus: <https://www.plymouth.ac.uk/your-university/teaching-and-learning/international-faculty-developer-programme>
- In 2017-18, Dr Paul Warwick, Dr Harriet Dismore and Dr David Morrison completed the **HEFCE Catalyst** funded project to develop an interdisciplinary learning framework between the arts and sciences. Further details on page 14.
- The TLS team ran 33 **generic CPD sessions** with a total of 358 attendees from across the university (figures from August 2017 to July 2018, including registrations for pending events).
- TLS contributed to the **Researcher Development Programme** for the Doctoral College, and provided training to 87 PGR students in teaching through SALT (49) and ITL (38).
- TLS initiated a **drop-in facility** for the first time this year, and engaged with a wide range of teaching staff face to face, via phone and email to provide individual advice and guidance, as well as feedback on applications and research proposals. Feedback from academic staff has been positive, and at least one research proposal went on to gain funding.
- We also offered **bespoke workshops and support** for staff across all faculties and in total, there have been over 590 individuals involved in activities to date in this academic year (Including individual advice and guidance and bespoke group activities).
- The contribution of the TLS team to enabling staff to obtain **teaching qualifications and accreditation** led to the University of Plymouth being placed 15th in England in a league table of staff with teaching qualifications, with an increase to 81% qualified. (See appendix B)
- TLS has continued to lead the CSF community of practice – further enhancing Plymouth's reputation for **sustainability education**. This has included providing support to Prof Janet Richardson and her project team for embedding sustainability with Nursing Education that recently won a Guardian University Award.
- **Employability** – As a result of the TEF, and the need for UoP to improve upon employability outcome metrics, this agenda continues to be crucial for TLS. Authentic assessment as a method of embedding employability in the curriculum has been a key

focus. TLS is represented on the Employability Strategy Group. TLS and CES are working collaboratively and have developed a joint offer of support for academic schools (see appendix C).

3. Plans for 2018-19

- The focus of TLS support over the next year will be in development and embedding of the new **Education and Student Experience Strategy** and supporting areas with particular teaching development needs.
- Preparing for the **Subject level TEF** is a second key area of focus; presentations and workshops have already been delivered with more to follow. Use of university data sets and analysis against TEF benchmarks will be an important part of this work, as will enhancing evaluation of impact.
- **Employability** is everyone's responsibility and TLS are working closely with CES to provide a joined-up offer covering support for staff, students and curriculum development.
- Whilst ensuring that our core academic staff gain a **qualification to teach**, a challenge for the next year will be rationalising our support to ensure provision of timely and appropriate preparation to teach for all involved. Incorporating the new **Academic Professional apprenticeship** into our offer will be a key strand of activity.
- Given the need for enabling access to teaching preparation for staff outside the UK, we are exploring the possibility of providing **interactive online resources** to supplement the current accredited offer.
- In support of the University's recent signing up to the **UN Sustainable Development Goals Accord**, TLS will continue to lead the CSF community of practice, working in partnership with all faculties to satisfy student interest in sustainability being within the curriculum and extra curriculum, with a particular focus upon community engaged learning approaches.

4. Teaching qualifications and professional recognition

The latest HEPI Student Experience Survey (2017) indicated that student perceptions of teaching quality have risen (unlike many other measures such as perception of value for money). As in previous surveys, training in how to teach and CPD in teaching are two areas which students rate as being of high importance but not always demonstrated by staff. Another survey indicated that more than two thirds (69%) of international student respondents strongly agreed that having highly qualified teaching staff was a key indicator that a university provided good quality teaching (International Student Survey 2017). This indicates the continuing importance of ensuring that all new academics obtain a teaching qualification and that there are opportunities for ongoing CPD for all teaching staff. The University of Plymouth is currently placed in 15th position (in England) in terms of the proportion of staff who have teaching qualifications or accreditation, at 79% (since increased to 81%). Delivery of HEA-accredited opportunities by TLS in 2017-18 was in two formats, PGCAP and TDF.

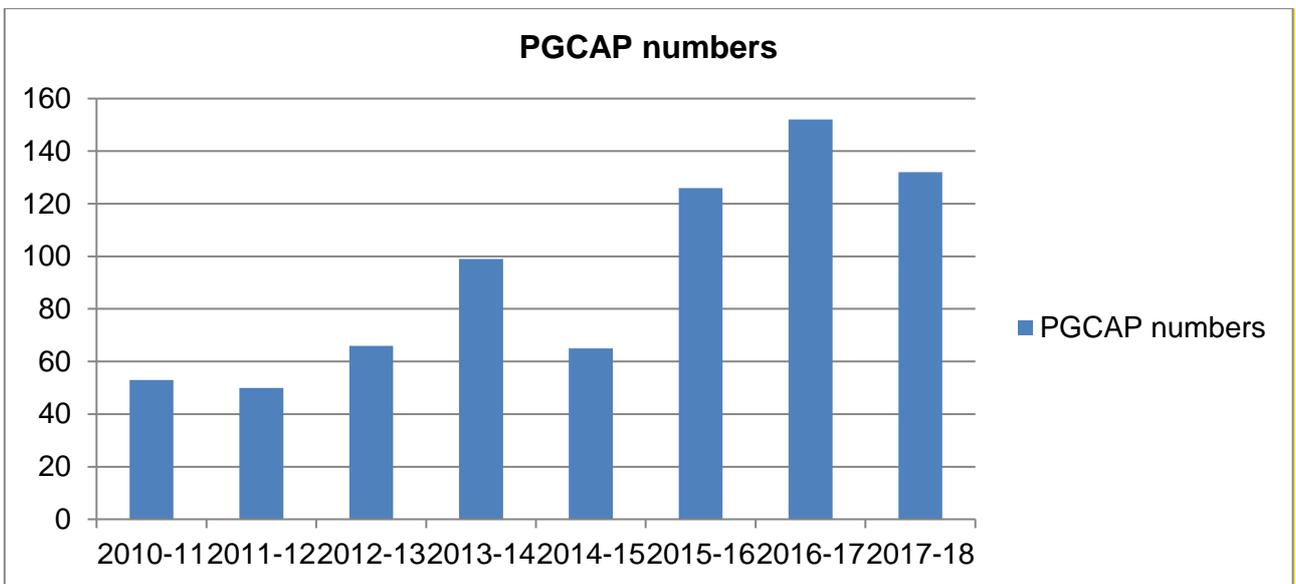
4.1 PGCAP/ Introduction to Teaching and Learning (ITL)

The Post Graduate Certificate in Academic Practice (PGCAP), led by Polly Magne, is a compulsory Masters level programme for staff with teaching responsibilities at the University of Plymouth. It has been increasingly popular with voluntary applicants, as the course maintains a healthy reputation and the qualification is seen as essential in the HE sector. In 2017-18, there were 55 compulsory and 77 voluntary participants. Table 1 and figure 1 below show trends in engagement:

Table 1: Numbers of participants in PGCAP (2010-18)

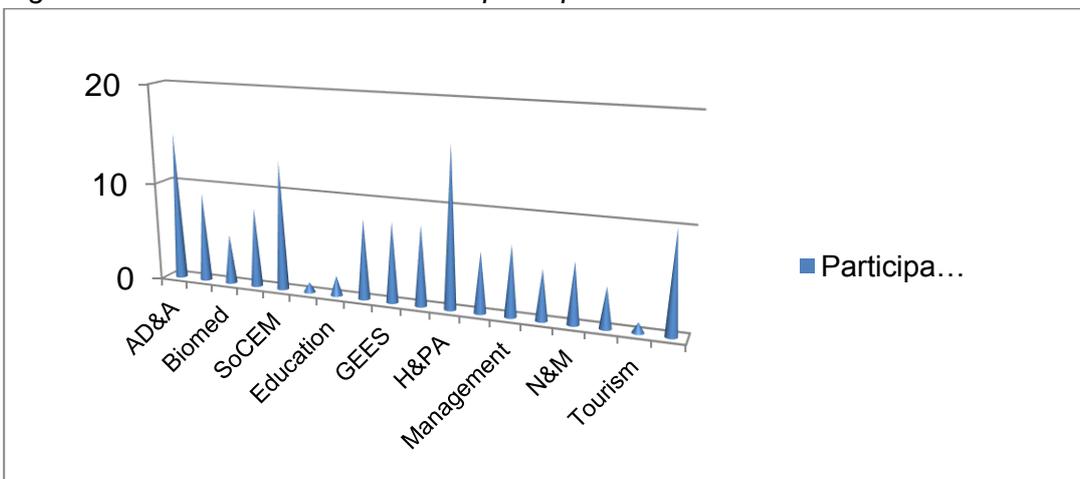
	2013 Voluntary	2013 Required	2014 Voluntary	2014 Required	2015 Voluntary	2015 Required	2016 Voluntary	2016 Required	2017 Voluntary	2017 Required
PDAP	----	----	----	----	13	14	62	20	57	23
PGCAP	36	81	35	42	34	44	24	44	20	32
	Total: 117		Total: 77		Total: 105		Total: 150		Total: 132	

Figure 1: Numbers of participants in PGCAP (2010-18)



Participant numbers across the Faculties vary from year to year depending on staff appointments. (see Figure 2 below).

Figure 2: The distribution of PGCAP participants across Schools for 2017-18



Our recent evaluation data indicate that the PGCAP is highly valued by those who join it. Many of these individuals have little or no teaching experience and welcome the opportunity to improve

practice and impact on student learning. (See more in Evaluation, section 9 below). The PGCAP also continues to receive highly positive feedback in module evaluations and the Postgraduate Taught Education Survey (PTES). 55 participants were given access to PTES. There were 39 respondents = 70.91 response rate. In most areas we were above the UoP average, in particular we gained 90% or above agree of strongly agree for many areas including the following statements as seen in table 2.

Table 2: PTES responses

PTES questions that require a agree or disagree response: PGCAP responses 2017	2017 UoP Overall % Agree	2017 PGCAP % Agree
2.1.a. Staff are good at explaining things	89.06	97.44
2.2.a. Staff are enthusiastic about what they are teaching	90.94	100.00
4.1.a I am encouraged to ask questions or make contributions in taught sessions (face to face and/or online	91.90	100.00
6.1.a. The criteria used in marking have been made clear in advance	84.26	92.11
6.4.a. Feedback on my work (written or oral) has been useful	81.45	94.29
12.3.a The course is well organised and running smoothly	75.73	94.74
14.1.a. The library resources and services are good enough for my needs (including physical and online)	89.58	94.74
14.4.a. I am aware of how to access the support services at my institution (e.g. health, finance, careers, accommodation)	82.08	94.44
16.5.a I have been encouraged to think about what skills I need to develop for my career	76.66	92.31

The most significant areas of concern are in relation to workload as per table 3.

Table 3: PTES responses

PTES questions that require a agree or disagree response: PGCAP responses 2017	2017 UoP Overall % Agree	2017 PGCAP % Agree
4.3.a My course has challenged me to produce my best work	81.34	74.36
4.4.a. The workload on my course has been manageable	71.08	56.41
12.1.a. The timetable fits well with my other commitments	74.57	52.63

All those who undertake the programme are mature students either in academic employment, or completing their PhDs. Many also have parental responsibilities. These scenarios present a demanding workload which sits alongside the PGCAP. As the qualitative data confirms: workload of course manageable - "JUST! It's more the workload of the day job which means that the

academic work for the course is compromised.” We continue to remind managers of the study time required for the PGCAP (a 60 credit Master’s level qualification) as outlined in the University Teaching Qualifications and Recognition policy.

We try to mitigate time constraints by offering two different modes of teaching: weekly and intensive. In recent years we have also offered 4 entry points per year so that participants can best fit it around other commitments. This flexible approach is again represented in the qualitative data: *“My circumstances dictated that I had to complete the course whilst doing research abroad. I found my tutor to be particularly accommodating and helpful, for which I would like to thank them.”*

Assessment has recently been streamlined, and we take a blended approach to learning, thereby reducing class time and enabling further learning flexibly online. Wherever possible we take steps to mitigate for competing demands whilst maintaining the integrity and Masters level of the programme.

Future developments will include linking the PGCAP with the newly approved Academic professional apprenticeship. Due to changes in the approved Apprenticeship Standard, UoP will focus on the teaching pathway from 2018 onwards. This will also enable us to simplify assessment of the PGCAP.

The introductory module (ITL) was delivered four times in 2017-18. Two of these iterations were in the intensive mode, outside standard term time. The other two are weekly sessions scheduled in term. This has offered participants and their departments an element of choice in terms of how they manage and structure their time. However, pressure on resources means that the number of iterations and eligibility for the ITL and PGCAP are under review for 2018-19.

4.2 Teaching Development Framework (TDF)

The [TDF scheme](#) remains a popular route for experienced staff to gain professional recognition for their teaching accomplishments. Support is provided by Dr Oliver Webb and Ms Priska Schoenborn, who is also an HE Academy accreditor. Throughout the 2017/18 academic year the TDF team has, to date, delivered:

- Four introductory workshops to 20 participants, with one further workshop scheduled.
- Detailed written feedback and oral advice to 41 colleagues.
- Enhancements to the scheme this year include expanding the Book of Exemplar Case Studies, which simultaneously celebrates the excellent material produced by some applicants and provides guidance for current participants.

Positive feedback has been received from colleagues engaged in the scheme:

‘Thanks for all your help and feedback through the process, which is very much appreciated.’
(Applicant Nov 2017)

‘EXCELLENT feedback - thank you! It is so useful having someone else’s perspective 😊.’
(Applicant, April 2018)

‘Thank you so much for your amazingly helpful e-mail + comments - I am very grateful to you for spending your valuable time on helping me out!’ (Applicant, April 2018)

Table 4 below shows cumulative data on successful applications to the TDF scheme.

Table 4: Staff recognition through the TDF scheme

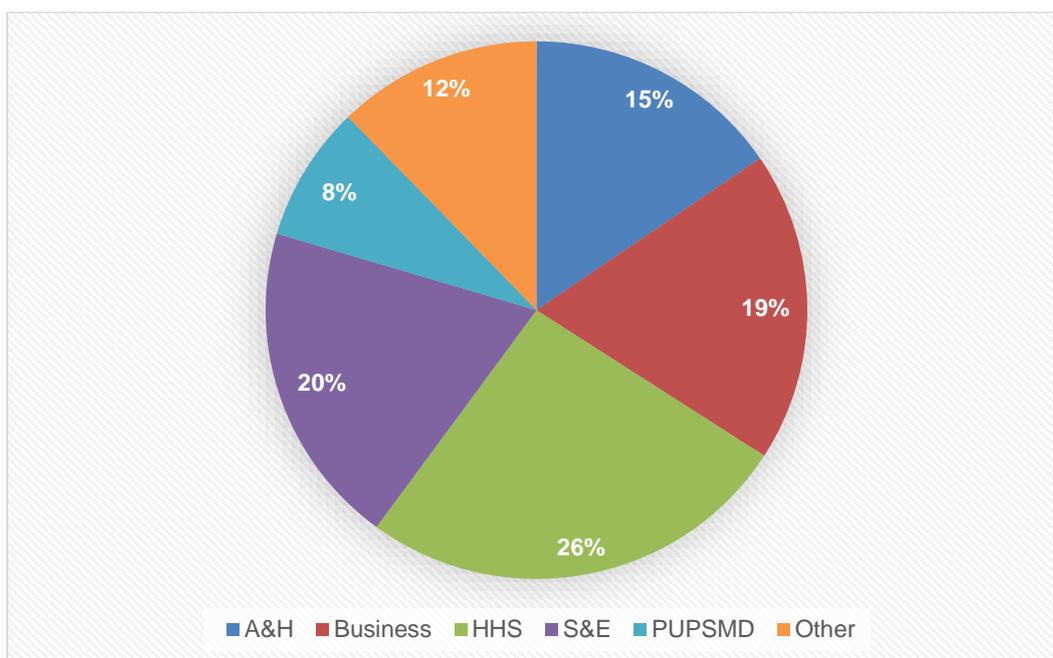
Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	All years to date
D1 Associate Fellow	2	0	3	9	11	4	29
D2 Fellow	11	29	14	14	15	9	92
D3 Senior Fellow	19	9	11	18	18	10	85
D4 Principal Fellow	7	3	0	3	0	3	16
TOTAL	39	41	28	44	44	26	222

These figures include seven Greenwich School of Management staff (5SF, 2PF).

5. CPD Workshops

In 2017-18, the TLS team provided a programme of workshops on teaching and learning issues that are available to academic and professional staff across the university. There have been 33 sessions with a total of 358 attendees to date (see Figure 3 for Faculty breakdown). The workshops covered over 12 different topics relevant to teaching and learning themes, including research-informed teaching, employability, programme leadership, and sustainability education. These workshops are designed not only to enhance skill development and offer new perspectives for continuous development, but also to facilitate connection and collaboration with colleagues across the University.

Figure 3: Workshop participants by Faculty



This is another area of our work, where we have enhanced evaluation approaches this year. Rather than evaluate satisfaction with individual sessions, we have introduced a new approach which enables us to assess the impact of undertaking CPD in teaching and learning over a longer

period. A disadvantage of this approach is the lower response rates obtained (19% response to a survey sent to all participants in a two-year period). However, it is possible via this means to explore the impact of attending workshops on outcomes such as confidence, knowledge, effective teaching etc (see table 5 below)

Table 5: Impact of attending TLS workshop

Impacted on... N=79	Knowledge	Effective teaching	Student learning	Trying new things	Communication with colleagues about T and L	My confidence in teaching
Strongly agree/agree	86%	79%	85%	81%	87%	78%

Respondents also gave examples of how workshops had increased their confidence in enhancing student learning and the student experience:

'It gave me time and space to critically evaluate different approaches to doing the above; it encouraged me to keep 'risking' new ways of working with students and colleagues. I found it reassuring; confidence building; and inspiring'.

'It helped me to develop ways to enhance the students' employability prospects, or - more specifically - how to articulate their employability'.

The online [Teaching and Learning Handbook](#) provides links to all teaching and learning policies, guidance and workshops from across the university, providing a one-stop-shop for all teaching and learning queries.

6. Bespoke support for teaching teams and individuals

The Faculty representatives from TLS work in a wide variety of personalised ways with their Faculties. Meetings take place with the Heads of School and Associate Heads of Teaching and Learning to discuss School Action Plans, review relevant NSS/DHLE data, and identify Faculty development priority areas. Faculty representatives regularly attend Faculty Teaching and Learning Quality Committees, and are often invited to attend and contribute to development days and teaching and learning 'away days'. The following list of activities is indicative of the TLS team contribution in the past year:

- Authentic assessment for employability
- Planning employability in the curriculum
- Developing and embedding rubrics for assessment
- Accessing and using the student voice
- Preparing for the subject-level TEF
- Using active teaching strategies
- Reviewing Internationalisation in the curriculum
- Understanding equality data
- Review of Xerte resource
- Programme design and curriculum development
- Co-creating sustainability in the curriculum with staff and students

To ensure that senior managers are kept updated on bespoke work with schools, as well as individual advice and guidance, reports on TLS work with schools are sent to the Head of School, AHTL, ADTLs and Deans three times per year, together with an opportunity to request specific input.

7. Teaching and Learning Support website analytics

Since its launch in January 2015 the Teaching, Learning and Support webpages continues to received much acclaim internally, externally and internationally. The TLS website is constantly being updated and this year the [Employability in the Curriculum and Beyond](#) and [‘Reducing the Attainment Gap’](#) pages were launched. Currently under development is a resource to assist staff in improving the use of the ‘Student Voice’.

The most used pages 1st April 2017 – 18th March 2018 are indicated in table 6:

Table 6: Most used pages

Page views	
118, 000	Total views -Teaching, Learning and Support
10,716	Inclusive TL&A pages
6,713	Plymouth Compass
6,549	T&L Handbook
5,967	Assessment Policy
4,882	Signposting Student Support Services
3,049	TLS Events
2,526	7 Steps Series
2,358	PGCAP
2,164	Assessment resources
1,906	Sustainability education home page

As part of the evaluation project, survey respondents who had engaged with CPD around teaching and learning were also asked about their use of TLS resources – and similar results are found (see table 7):

Table 7: Use of TLS resources

Use of online resource in last 24 months	%	N=67
Seven steps resources	73.13%	49
Assessment policy and guidance	56.71%	38
Teaching and Learning Handbook	53.73%	36
Inclusive teaching, learning and assessment	50.74%	34
Plymouth Compass	44.77%	30
Student assessment handbook	44.77%	30
Feedback guidance	41.79%	28

Designing programmes and modules	40.29%	27
Personal tutoring resources	31.34%	21
Group work, problem, project and enquiry-based learning	29.85%	20
UoP peer review resources	28.35%	19
UoP Plagiarism resources	28.5%	19
Employability in the curriculum and beyond	22.38%	15
Personal development planning	19.40%	13
Research informed teaching	17.91%	12
Internationalisation resources	14.92%	10

The data indicate that some TLS online resources are well used: the 'seven steps' resources, 'assessment policy and guidance' and the 'teaching and learning handbook'. The use rates for both personal tutoring (31.34%) and employability (22.38%) are of potential concern considering the University's drive to enhance these agendas.

8. Cross-institutional developments

8.1 Employability in the Curriculum

The employability outcomes of students have become one of the most important metrics within HE. In 2016 the University undertook a review and consultation on employability, the [Employability Jigsaw Project](#). As a result of the Jigsaw Project, Employability Leads were established in 2017 within each school; school action plans now feature employability more prominently; TLS has an increased employability offer through the workshop programme; TLS launched the [Employability in the Curriculum and Beyond](#) website (featuring curriculum voices and 34 talking heads videos with employers, students, careers advisors and academics). The DVCESE has convened an Employability Strategy group; TLS staff are members of this group and have contributed to the UoP Employability Plan.

TLS and CES are now working collaboratively to improve support to schools and programmes to enable employability to be embedded in the curriculum at every stage. [A joint offer of support](#) for academic schools and programmes has been agreed (See Appendix C).

Further, TLS support includes [The Plymouth Compass](#): a tool to help students and staff in the development of important and distinctive graduate attributes; the publication titles in the 7 Steps Series: [7 Steps to Enhancing Student Employability](#), [7 Steps to Engaging Students with their PDP](#), [7 Steps to Engaging Alumni in the Support of Employability](#); and TLS has delivered bespoke, school-based employability focused workshops at away days and in staff meetings.

Changes to the nature of employability metrics means that the impact of recent action on employability will not be evident for several years due the inherent lag effects in graduate employment data. A key change is that the Destinations of Leavers from Higher Education survey (DLHE), which was taken at 6 months, will be superseded by the Graduate Outcomes Record taken at 15 months after graduation and Longitudinal Education Outcomes (LEO) data.

8.2 Inclusive Teaching Learning and Assessment

Assessment has been a key focus of TLS work for many years, and the impact of this can be seen in the most recent Subject TEF data received by the university, in which we obtained the majority of our positive flags (see table 8 below). Inclusive assessment is a particular strength and TLS has been a major contributor to the development of inclusive assessment since the early 2000s, as well as helping staff manage changes to the Disabled Students Allowance (DSA).

The team also have expertise in researching and enhancing practice in relation to the gender and ethnicity attainment gaps that are endemic in the HE sector. A 2009 research report and related published paper identified some possible reasons for the attainment gaps and offered recommendations for change. A task and finish group in 2017-18 reviewed activities since this report and produced a report and action plan in order to reduce still further attainment gaps for different groups of students (including a wider focus which takes in widening participation characteristics and other demographics include mature students and 'commuter students'). Equalities data is now available to academic staff via the Corporate Information System, and response to the localised data is built into the teaching and learning action planning and review processes.

8.3 The Teaching Excellence Framework (TEF)

The Teaching Excellence Framework (TEF) will continue to be a key agenda for all universities, as institutions are judged and graded on a range of metrics including National Student Survey (NSS) results, continuation rates, and graduate outcomes measured through the Destination of Leavers in Higher Education (DLHE) survey. The TLS team have supported university preparations for the TEF in a range of different ways from providing information and helping draft the institutional TEF submission, which achieved a Silver rating, to offering guidance on accessing and responding to institutional data sets to ensure enhancement. Professor Debby Cotton was selected as a TEF assessor for the institutional TEF 2 submissions, and a social sciences panel member for the TEF subject pilot, attending training and development sessions and gaining insight into the submission process as well as a strong understanding of the metrics. She has developed and provided workshops and presentations on preparation for the Subject-based TEF, and this will continue to be a key part of the team's work over the next 2 years.

The recent addition of supplementary metrics including a measure of graduate earnings has pushed the TEF increasingly towards an 'employability framework', and this means that there is a need for a very strong focus on employment outcomes across the university. As table 8 below shows, employability outcomes are the weakest element of our TEF data at present, thus the TLS team plan to increase support for curriculum development to embed employability; supporting use of the Plymouth Compass to map employability skills developed through the core curriculum and personal tutoring; and working more closely with the Careers and Employability Service to provide a joined-up employability enhancement offer.

Table 8: Positive and Negative Flags in UoP indicative TEF subject data set 2017-18

Category	Positive	Total for each area	Negative	Total for each area
NSS teaching	4	12	1	2
NSS assessment and feedback	8		1	
NSS academic support	6	11	2	3
Continuation	5		1	
DLHE employment	0	0	6	19
DLHE highly skilled	0		13	
Total:	23		24	

8.4 Sustainability Education

The University's international reputation for Sustainability Education is supported by TLS through its hosting of the Centre for Sustainable Futures (CSF). Despite a number of key Sustainability staff leaving or retiring from the University, the CSF community of practice has been extended over the year with a core team of sustainability education leaders across all faculties now standing at 35 staff. TLS has also worked closely with UPSU and the NUS to capture the student voice, revealing the high levels of interest at the University of Plymouth in particular, for having sustainability integrated into the curriculum and broader student experience of HE.

TLS has supported staff with developing participatory, active and applied approaches to sustainability in the curriculum through a series of innovation in pedagogy cafes as well as showcasing the University's good practice through hosting the third event in the Sustainability in Higher Education Conference Series in January. These events have involved partnering with national and international experts in the field including Prof Justin Dillon from the University of Bristol and Prof Harold Glasser from Western Michigan University.

TLS has also provided bespoke support to staff with a specific focus upon co-creating Sustainability Education led by Dr Paul Warwick. This has included working with Dr Alex Cahill to introduce Sustainability for the first time into the BA Theatre and Performance degree through a third year applied practice module. It has also included partnering with Prof Bob Brown and the Arts Institute to launch a new community engaged learning initiative called Urban Dialogues that will contribute to the University's wider public engagement efforts.

A number of curriculum development projects with a link to sustainability have also been supported by Dr Paul Warwick through the PRTI scheme. This has included a project linked with leadership and employability led by Dr Charlotte Braungardt and an extra curricular project connected to building student resilience capabilities led by Paul Murray.

In support of the University's whole institutional approach to Sustainability. TLS staff have played a significant role within the University's Sustainability Advisory Group, TLS has supported the inclusion of sustainability within the revised Education and Student Experience Strategy and also

the new Student Charter. We have continued to contribute to the University's ongoing plans to invest in a new Sustainability Hub in Kirkby Lodge (£833,000) with significant potential to enhance our Sustainability Education development programme. We have also supported numerous applications for external funding for Sustainability Education including an Erasmus application to extend the Sustainability in Nursing Education project that has received recent national recognition.

8.5 Interdisciplinary Learning

The challenge to live and work sustainably, making a positive difference to the complex social, environmental, and economic issues we face today, requires interdisciplinary working. Indeed, employers call for graduates who can work collaboratively across disciplines to meet these demands. The aim of this HEFCE Catalyst Funded project (£50,000) has been to develop a toolkit to help higher education staff create interdisciplinary modules where students can learn and practice the skills needed to do interdisciplinary work.

Led by TLS staff Paul Warwick, Harriet Dismore and Dave Morrison, and Informed by innovative and experimental practice with 10 staff and over 150 students from across the arts and science, this toolkit provides:

- a rationale for teaching interdisciplinarity
- a model of interdisciplinary skills that can be taught to students and made explicit to future employers
- ways to design modules and address logistic and practical issues
- ways to engage students as mentors and co-educators

Evaluation of the project has been via student surveys, participant observations, student reflective assessment, and interviews with module staff. Preliminary findings are very positive about both the success of the model to prepare students to do interdisciplinary work as graduates, and of its impact on student satisfaction. In terms of student satisfaction, a strong majority (72%) of students felt the project had been useful, and 58% indicated they were in favour or recommending the project to other students in the future. Students also valued having student mentors as part of the project, which affords important support for ongoing innovative curriculum development approaches that use students as partners.

From the staff interviews, the overall response to the project was very positive. In particular, the value of TLS assistance was highly regarded. In Photography, student work was overall above the level of previous years. In Geography, two students reported that they had already added their interdisciplinary training and skills to their CVs, and had applied for future employment they would not have considered themselves qualified for before the module. In addition both staff and student feedback has identified a number of areas for future improvement particularly with regard to logistics for collaborative working and assessment procedures.

Further information on the toolkit visit <https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/interdisciplinary-learning>

9. TLS Evaluation activities

A new approach to evaluation of TLS activities has been introduced over the last 12 months. PGCAP participants are surveyed early in the programme using an online questionnaire. Standard module evaluation questionnaires are used at the end of each module and a sample of PGCAP

graduates are interviewed about the impact of the PGCAP on practice 12-24 months after completion. We have ceased using 'happy sheets' for workshop evaluation and introduced a bi-annual questionnaire, which focuses on impacts on teaching and learning. We have also embedded content on how to evaluate teaching and learning into the PGCAP curriculum. This can help lecturers to assess the impact of their teaching practice on student learning more effectively.

From benchmarking data

99% of respondents agree the PGCAP/PDAP activity will enhance knowledge and effectiveness of teaching practice

97.52% (n=108) agree the PGCAP/PDAP activity will make them a more effective teacher.

97.19% (n=107) agree the PGCAP/PDAP activity will have a positive impact on how students learn.

71.76% (N=107) agree that the PGCAP/PDAP activity aligns with their departmental priorities.

52.78% (N=107) agree that they will be expected to disseminate what they learn in the PGCAP/PDAP activity with colleagues.

From module evaluation data

- 88% of participants agree the aims and outcomes are clear.
- 86% of participants agree that the material was pitched at a Masterly level.
- 88% of participants agree that the module delivery was engaging.
- 91% of participants agree they were able to access resources
- 88% of participants agree that the module was well organised and ran smoothly.
- 88% of participants agree that the module assisted with their professional development.
- 85% of participants agree they were satisfied with the ITL module.

Open-ended comments identify 'the teaching team' as the most highly rated aspect of the course, followed by 'networking with other participants', 'exposure to innovative teaching and learning practices' and 'the microteach'.

Engaging tutors – used variety of teaching methods we can practice. Good access to resources. Prep work helped consolidate knowledge learned throughout course. Enjoyed micro-teach and group teach, and watching others to gain ideas/skills for future sessions. Useful knowledge throughout course i.e. how to give feedback. Supportive team. Feel much better prepared for my teaching sessions as I am a new teacher. Thanks very much – would definitely recommend this course

I think the module has really helped my professional development, supporting my first steps into teaching. The best aspects were the micro-teach and group work as this accompanies honest, constructive feedback and gave me to learn from other professionals

I have already started using some of the things I learnt in my teaching practice, which has been very useful

The intensive nature of the course was the least popular aspect (it was moved to an intensive teaching pattern, delivered outside of term-time, following a request from senior managers to ease pressure on the timetable). Other suggested improvements concerned simplifying the requirements for the assignment and providing less information for participants. This latter request may also link to the intensive nature of the course as information has to be shared in a very short time scale.

That said, the comments were overwhelmingly positive about the programme and the benefits it brings to teaching.

From interviews

Interview participants reported that completing the PGCAP introduced them to educational discourses, institutional policy and practice, led to significant changes in teaching conceptions and practice and in cases, engagement in pedagogic research.

Participation in teaching related CPD tended to tail off upon completion of the PGCAP with graduates describing enthusiasm and motivation to continue but struggling with time constraints, departmental priorities and aligning their needs with the TLS offer. TLS will explore the possibility of providing CPD tailored specifically to the needs of this cohort targeting those in the first three years after programme completion. Suggested CPD content includes 'becoming a module lead, leading teaching, evaluating learning, using teaching to progress your career, being TEF ready and guidance for pedagogic research projects'. These events would help to maintain the highly valued PGCAP community, promote interdisciplinary collaboration and direct participants toward Advance HE Fellowship.

From conferences

TLS has redesigned its evaluation of pedagogic conferences at Plymouth. Evaluation takes place before, during and after each conference and demonstrates the value for the participant and their practice. Data for the Sustainability Education conference in 2018 show value for professional development, practice and networks but less value for students, which can be, mitigated in the design of targeted activities in future conferences.

- 100.00 % delegates talked to colleagues at their home institution about the conference
- 86.67% delegates reported the conference developed their professional networks
- 89.29% delegates learnt new knowledge about the conference themes
- 80.00 % delegates had used this knowledge to change existing academic practice
- 40.00% talked to students at their home institution about the conference
- 35.71% reported that attending the conference had benefitted the student learning experience

Further evaluation activities will be undertaken in 2018-19 to ensure that TLS provide a targeted and efficient service.

Appendix A: Mapping of TLS work by schools August 2017- May 2018

School ¹	PGCAP numbers	TDF numbers (and level obtained) ²	Workshop attendees	Bespoke workshops (and attendees)	Individual advice and guidance ³
Art, Design & Architecture	15	1 SF	15	3 (26)	23
Biology and Marine Sciences	9		15	1 (50)	25
Biomed	5	1 F 1 SF	8	2 (50)	4
Business	8		54	1 (3)	19
Computing, Electronics and Mathematics	13	2 F 1 SF	20	1 (1)	41
Dentistry	1	2 AF 1 SF	4	4	11
Education	2		22	8 (25)	32
Engineering	8		23		
English Language Centre		3 F	5		
Geography, Earth and Environmental Sciences	8	1 AF 1 F	24	3 (10)	8
Health Professions	8	1 SF	31	7 (60)	16
HPA	16	2 F	16	1 (55)	17
Law	6		10	1 (3)	8
Management	7		0	2 (30)	6
Medicine	5	1 AF 5 SF 3 PF	16	3 (14)	33
Nursing and Midwifery	6		47	2 (28)	26
Psychology	4		11	3 (118)	16
Tourism	1		0		5
Other (faculty staff, professional services, UPSU and students etc.)	12		37	19 (364)	226

¹ Please note that Schools are listed as at the start of academic year 2017-18.

² August-March data only available at time of writing

³ August-April data only available at time of writing

Appendix B: Figures returned to HESA regarding proportion of qualified/recognised teaching staff (December 2017)

Headline: Combining schools and other departments, 80% of teaching staff are qualified/recognised.

Staff in Schools:

School	% qualified 2017	% qualified 2016	% qualified 2015	Change 2016-2017	No. unqualified 2017	No. unknown 2017	No. eligible staff 2017	No. eligible staff 2016
Plymouth Institute of Education	99%	96%	89%	+3%	1	0	65	68
School of Biomedical & Healthcare Sciences	89%	85%	86%	+4%	3	0	28	27
School of Humanities and Performing Arts	89%	83%	80%	+6%	4	1	45	40
Peninsula Medical School	88%	86%	85%	+2%	6	0	48	42
School of Engineering	84%	n/a	n/a	n/a	7	0	44	n/a
School of Health Professions	84%	78%	79%	+6%	14	1	94	89
Plymouth Business School	83%	n/a	n/a	n/a	17	3	116	n/a
School of Nursing and Midwifery	82%	80%	80%	+2%	16	0	89	74
Peninsula Dental School	82%	88%	86%	-6%	4	1	27	24
School of Computing, Electronics and Mathematics	79%	68%	66%	+11%	16	2	84	65
School of Art, Design and Architecture	76%	n/a	n/a	n/a	15	4	80	n/a
School of Law, Criminology and Government	75%	n/a	n/a	n/a	13	0	52	n/a
School of Psychology	73%	85%	76%	+8%	12	2	52	48
School of Geography, Earth and Environmental Sciences	72%	63%	61%	+9%	20	3	81	70
School of Biological & Marine Sciences	71%	n/a	n/a	n/a	22	2	84	n/a
Plymouth School of Tourism & Hospitality	n/a	96%	97%	n/a	n/a	n/a	n/a	26
Plymouth School of Government	n/a	83%	80%	n/a	n/a	n/a	n/a	23
Plymouth GSM & Plymouth Business School *	n/a	79%	82%	n/a	n/a	n/a	n/a	92
School of Architecture, Design and Environment	n/a	78%	70%	n/a	n/a	n/a	n/a	27
School of Marine Science and Engineering	n/a	68%	63%	n/a	n/a	n/a	n/a	84
School of Biological Sciences	n/a	63%	65%	n/a	n/a	n/a	n/a	35
School of Art and Media	n/a	63%	60%	n/a	n/a	n/a	n/a	32
Plymouth School of Law	n/a	62%	68%	n/a	n/a	n/a	n/a	29
Grand Total	81%				170	19	989	

Red = below the 80% threshold for teaching qualifications Green = meet the 85% stretch target

Staff in other Departments:

Department	% qualified 2017	% qualified 2016	Change 2016-2017	No. unqualified 2017	No. unknown 2017	No. eligible staff 2017	No. eligible staff 2016
Teaching & Learning Support	100%	100%	0	0	0	12	11
Britannia Royal Naval College	86%	n/a	n/a	2	0	14	n/a
Faculty of Arts & Humanities	80%	55%	+25%	1	0	5	11
Academic Partnerships	67%	60%	+6%	0	3	9	5
Plymouth University Peninsula Schools of Medicine and Dentistry	67%	20%	+47%	2	0	6	5
Faculty of Science & Engineering	60%	n/a	n/a	2	0	5	n/a
Institute of Translational & Stratified Medicine	56%	100%	-44%	7	5	27	1
Collaboration for the Advancement of Medical Education Research Assessment	50%	75%	-25%	1	0	2	4
Office of Vice Chancellor	50%	n/a	n/a	1	0	2	n/a
Faculty of Business	50%	50%	0	3	0	6	2
Faculty of Health & Human Sciences	40%	0%	+40%	3	0	5	2
Innovation Centre for Creative Industries ICCI	n/a	0%	n/a	n/a	n/a	n/a	1
Peninsula Arts	n/a	0%	n/a	n/a	n/a	n/a	1
Futures Enterprise Centre	n/a	50%	n/a	n/a	n/a	n/a	2
Biomedical Research	n/a	67%	n/a	n/a	n/a	n/a	9
Clinical Trials & Health Research	n/a	17%	n/a	n/a	n/a	n/a	6
Medical Statistics & Bioinformatics	n/a	100%	n/a	n/a	n/a	n/a	1
Grand Total	69%			22	8	93	

Red = below the 80% threshold for teaching qualifications Green = meet the 85% stretch target

Notes:

2017.12.01 Academic Teaching Qualifications by Faculty/School - number of Teaching staff with at least one teaching qualification.

Figures are based on Academic Teaching Qualification 1 field, so only one qualification per person is counted.

Staff included are all those with an Academic Employment Function of either '1. Teaching only' or '3. Teaching & Research' as per HESA requirements.

Atypical academics, e.g. Associate Lecturers, are not included

Appendix C: Developing our students' employability: a joined-up approach

Enhancing the employability of our students is a top priority for us all. There is a wealth of expertise in the University - the **Careers and Employability Service, Teaching and Learning Support**, and **Plymouth Connect** located in External Relations - to help you in improving employability both within your curriculum and in your students' co-curricular activities.

If you are thinking about how to develop employability in your module or programme, but not sure where to start, contact your Faculty CES and TLS representatives (see below) in the first instance to request an initial scoping meeting. We can then decide how best we can support you with an integrated approach, to ensure employability is embedded in the heart of your curriculum and student experience.

Our bespoke support for your programme and student population will be data driven and provide research informed practice from a range of disciplines and across the HE sector.

The information below clarifies the roles of the different provision and contact details

CES offers support to students & staff: TLS offers support to staff:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ✓ employability strategy planning ✓ plan and deliver careers sessions ✓ supporting 6-12 month placements ✓ pre and post-placement student support ✓ advice on wider work-place opportunities and experience ✓ facilitate working with employers ✓ supporting employability content in personal tutorials ✓ 1:1 careers guidance for students on a range of employability options (including PG study & self-employment) ✓ skills development and mentoring ✓ Careers & Employability Hub (RLB) ✓ Careers fairs & events ✓ Plymouth Award & Plymouth Extra | <ul style="list-style-type: none"> ✓ auditing & mapping current curricula provision ✓ identification of gaps and priorities for curriculum development ✓ curriculum design for employability ✓ curriculum links with co-curricular activities ✓ developing authentic assessment ✓ integrating work experience in the curriculum ✓ developing personal tutor skills for employability ✓ advice on developing graduate attributes & embedding Plymouth Compass in the curriculum ✓ employability related CPD for academic staff |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Plymouth Connect offers:

- ✓ support to schools and programmes to extend their work with alumni

Contact Details

Contact Details	CES Faculty link (Careers consultants)	TLS Faculty link (Educational Developer)
Faculty of Arts & Humanities	siwan.tyack@plymouth.ac.uk	harriet.dismore@plymouth.ac.uk
Faculty of Business	siwan.tyack@plymouth.ac.uk	lynne.wyness@plymouth.ac.uk
Faculty of Health & Human Sciences	francesca.ivaldi@plymouth.ac.uk	oliver.webb@plymouth.ac.uk
Biomedical & Healthcare Sciences & Dental Therapy (PUPSMD)	francesca.ivaldi@plymouth.ac.uk	lisa.hayes@plymouth.ac.uk
Faculty of Science & Engineering	francesca.ivaldi@plymouth.ac.uk	priska.schoenborn@plymouth.ac.uk

TEACHING AND LEARNING SUPPORT: OUR OFFER

We would like to make you aware of the bespoke support that we can offer you in your role:

If you are a lecturer, we can work alongside you to:

- Review an example of your teaching practice/teaching session with comprehensive feedback and recommendations (confidential).
- Introduce more interactivity, student engagement and applied learning opportunities into your teaching sessions. (e.g. Problem-based learning, flipped classroom, audience response systems).
- Consider how you can best support your students e.g. in personal tutorials, dissertation supervision.
- Review and improve your practice regarding marking, assessment, and giving feedback to students.
- Explore how you might incorporate Sustainability Education, Internationalization, employability and inclusivity into your teaching.
- Give feedback on DLE materials and organisation.
- Explore any areas of concern regarding your role in enhancing the student experience you may have.

If you are a module leader, we can work alongside you to:

- Map, review, and revise learning outcomes and assessments to ensure constructive alignment across your module.
- Review and improve specific assessment rubrics, briefs and marking and moderation processes.
- Identify and introduce a variety of evidence-informed teaching approaches into your module.
- Draw on examples of best practice in other institutions and current pedagogic research to make discipline-specific recommendations.
- Examine how you can better address employability and sustainability within your module.



If you are a programme leader, we can work alongside you to:

- Examine and utilise data more effectively to improve your programme – NSS, SPQ, GOR (formerly DLHE: 'Graduate Outcomes record'), retention, equality data (through CIS At-a-glance, Tableau, sector comparisons, and benchmarking).
- Develop the quality, coherence, and inclusivity of your programme during Periodic Review.
- Revise your evaluation processes and ensure your students have a voice within the curriculum.
- Integrate skills/attribute development into your programme to enhance employability of your graduates and student experience of sustainability (e.g. through using Plymouth Compass, reflection, authentic assessment, community engaged learning etc.).
- Help you review and develop consistency of inclusive assessment, moderation and marking across modules and tutors.

If you are a teaching lead for a subject area, department head, or AHTL, we can work alongside you to:

- Prepare for the subject TEF.
- Give feedback on DLE materials and organisation.
- Identify and respond to your team's staff development needs regarding teaching and learning.
- Support the development of new programmes.
- Support the development of Pedagogic research.



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Email: teachandlearn@plymouth.ac.uk

Twitter: @PU_PedRIO

Web: www.plymouth.ac.uk/your-university/teaching-and-learning

Appendix E: Staff associated with Teaching and Learning Support

Professor Pauline Kneale, Director Teaching and Learning Support / PedRIO



Director Teaching and Learning Support
Director PedRIO
University Teaching, Learning and Quality Committee;
Research and Innovation Committee;
Senior Leadership Forum;
Chair PedRIO Steering Group

Professor Debby Cotton, Head of Educational Development



Lead for Educational Development
TEF lead
PGCAP tutor
Member of: University Teaching, Learning and Quality Committee; Senior Leadership Forum; Doctoral College Quality Sub-Committee; Equality and Diversity Committee; Sustainability Advisory Group; PiE Research Committee; PedRIO Steering Group.

Ms Jane Collings, Educational Developer (0.6fte)



Lead for Inclusive Teaching, Learning and Assessment
Lead for the Teaching and Learning websites and handbook
Teaching and learning data
Employability in the curriculum

Dr. Harriet Dismore, Educational Developer (0.7fte)



Faculty contact for Arts and Humanities
Lead for personal tutoring
PGCAP tutor

Dr. Sharon Gedye, Educational Developer (0.6fte)



Faculty contact for Science and Engineering (with Priska Schoenborn)
Co-lead for ITL
PGCAP tutor
Contact for Student Services
7 Steps series editor
Lead for employability

Ms. Polly Magne, Educational Developer and PGCAP Programme Director



PGCAP Programme Lead
Lead for Internationalisation
Module lead: PGCAP705 Developing Professional Practice
Member of Institute of Education Teaching and Learning Committee

Ms. Priska Schoenborn, Academic Developer



Faculty contact for Science and Engineering (with Sharon Gedye)
PGCAP tutor
Lead for Technology Enhanced Learning
Module lead: PGCAP 702: Negotiated Study Module
Lead for National Teaching Fellowship Scheme and CATE
HEA accreditor

Dr. Lisa Hayes, Educational Developer (0.7fte) – Maternity cover for Dr Becky Turner



Faculty contact for PUPSMD
PGCAP tutor
Lead for coaching service around T&L issues
Lead for Peer review

Dr. Paul Warwick, Educational Developer



Lead for Sustainability Education (CSF)
Sustainability Advisory Group: Lead for Teaching and Learning
Student Life Committee
PedRIO Steering Group
PGCAP sustainability Education Tutor

Dr. Oli Webb, Educational Developer



Faculty contact for Health and Human Sciences
PGCAP tutor
Manager of Teaching Development Framework (TDF)
Lead for widening participation

Dr. Lynne Wyness, Educational Developer



Faculty contact for Business
PGCAP tutor/Module Lead
Lead for Plymouth Compass and skills development
Lead for Pedagogic research
Member of PedRIO Steering Group

Dr. Jennie Winter, Educational Developer



Co-lead for ITL
PGCAP tutor
Lead for evaluation
International Faculty Development Programme lead

Ms. Jane Dalrymple, Senior Administrator (0.6fte)



Senior administrator/PA to Professor Pauline Kneale and
Professor Debby Cotton

Ms. Laurence Lemee-Stokes, Administrator (0.5fte)



TDF and website administrator

Ms. Sara Meredith, Administrator



PGCAP and ITL programme administrator

Ms. Claire Benwell, Administrator



PedRIO and TLS workshop and activity management
PRTI project support
Evaluation project support

Ms. Sally Owen, Administrator (0.5fte)



TLS finance
HR and events administrator

General contact details: Teachandlearn@plymouth.ac.uk or pgcap@plymouth.ac.uk or tdf@plymouth.ac.uk