



Annual Institutional Report
2012-13

Plymouth University



Welcome to the Higher Education Academy Annual Institutional Report 2012-13

Welcome to this year's Annual Institutional Report for **Plymouth University** for 2012-13.

In these pages, we present a summary of your engagement with the Higher Education Academy (HEA) over the past year, as well as data that benchmarks that activity against previous years and national average data.

As you will see from this report, engagement with the HEA has been highly productive this year. Highlights include success for Adam Benjamin and Neil Witt on becoming National Teaching Fellows, as well success for Suanne Gibson and Julian Archer with HEA grants. The Plymouth University received more than £100,000 this year in funding from the HEA.

This report is intended to be a working document to share with colleagues and as a starting point for planning activity and discussions with your partnership manager over the coming year.

If you have any questions, would like more information, or a list of fellows at your institution, please contact me on: **harriet.harper@heacademy.ac.uk/(0)7725 257538**, or Paul Kessell-Holland, Academic Development Officer (Partnerships), at paul.kessell-holland@heacademy.ac.uk/+44 (0)7720 968828

We look forward to working together over the coming year.

Yours sincerely

Harriet Harper
Partnership Manager



Contents

Section 1 – At a glance summary	4
<i>1 Summary</i>	5
Section 2 – Annual Institutional Report 2012–13	7
<i>2.1 Recognition and support for teaching and learning support staff</i>	8
<i>2.2 Accreditation of initial and continuing training programmes</i>	9
<i>2.3 National Teaching Fellowships and reward for excellent teaching</i>	12
<i>2.4 Grants and funding to enhance learning and teaching</i>	14
<i>2.5 Support for development of academic practice</i>	15
<i>2.6 Involvement in change programmes and in-house support to enhance learning and teaching</i>	20
<i>2.7 Surveys and work to enhance student experience</i>	21
<i>2.8 Work to shape policy and influence thinking</i>	22
<i>2.9 Partnership and engagements with the HEA</i>	23
Section 3 – Comparative data	25
<i>3.1 HEA professional recognition comparative data</i>	26
<i>3.2 Bulletins from the HEA</i>	28
<i>3.3 Attendance at HEA events</i>	30

Section I – At a glance summary

In this section you will find a short summary of the HEA activities that Plymouth University has taken part in over the past year. It is intended to present highlights of activity that may be useful to colleagues in your institution.

During 2012-13 Plymouth University has paid £32,496.20 in subscriptions to the HEA.

This year, the university was successful with two National Teaching Fellowships and received more than £100,000 in funding from the HEA.

You can see full details in Section 2.

** Figure derived from Higher Education Statistic Agency (HESA) statistics: 'Staff employed in UK higher education institutions, 2011-12' Fellows denotes all categories of HEA recognition against the UKPSF, i.e. Associate Fellow, Fellow, Senior Fellow and Principal Fellow*

How many staff at Plymouth University are Fellows?

Total percentage of staff who are Fellows*	35.8%
Number of Fellows recognised in 2012-13	111

What provision has the HEA accredited?

Total number of accredited provisions	15
Number of provisions accredited in 2012-13	0

Which staff at Plymouth University gained an award from the HEA?

Total number of National Teaching Fellows	13
Number of new National Teaching Fellows recognised in 2012-13	2

Your institution participated in the HEA-NUS Student-Led Teaching Award Projects.

What funding did Plymouth University receive to enhance learning and teaching?

Funding from HEA grants and funding 2012-13	£113,533.00
Funding in 2011-12	£1,804.09
Funding in 2010-11	£316,903.00
Mean funding across three years	£144,080.36
Number of events hosted (Workshop and Seminar Series).	1

How has the HEA supported Plymouth University to enhance the student learning experience?

Number of attendances at HEA events and meetings	113
Number of staff on HEA mailing lists	1,259
Number of staff receiving Academy Update	468
Number of staff receiving discipline bulletins	684
Number of staff receiving themed bulletins	84
Number of staff receiving nations bulletins	5

What change programmes did staff and departments at Plymouth University take part in to enhance learning and teaching?

This year your institution did not take part in an HEA Change Programme.

Professor Stephen Sterling facilitated the 'Green Academy' events.

How has Plymouth University been involved in activities to enhance learning and teaching based on student surveys?

Plymouth University took part in the Postgraduate Taught Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES)

How have individuals at Plymouth University been involved in activities relating to learning and teaching policy and strategy?

Plymouth University has been engaged with the HEA in activities relating to policy and thinking in learning and teaching in the sector. In particular, we'd like to thank the following individual(s) for their contribution to this work in 2012-13:

Professor Pauline Kneale, who is a member of the PVC Network and attended meetings.

Professor Debby Cotton, who is a member of the ESD Advisory Group for QAA/HEA and attended meetings.

Professor Stephen Sterling who helped to facilitate the 'Green Academy' events

Section 2 – Annual Institutional Report 2012-13

In this section you will find a full description of how we have worked with Plymouth University in each of the areas outlined in Section 1. The detail will help you to identify and share highlights and support discussions with colleagues in your institution and with your partnership manager. It will also help to identify potential areas of future work and enlist colleagues' support in taking it forward. We have included references to charts and graphs in Section 3 that show how the number of accredited programmes and staff recognised as Fellows have changed at Plymouth University and nationally.

2.1 Recognition and support for teaching and learning support staff



As the national body for learning and teaching, we work with universities and colleges to support staff's initial training and continuing development as a teaching professional. In consultation with the sector, we have developed the UK Professional Standards Framework (UKPSF), allowing higher education teaching and learning support staff to be accredited against a nationally-recognised framework at various levels as their roles deepen and widen.

By adopting the UKPSF to support progression, you and your staff demonstrate to colleagues, and to current and prospective students, your commitment to quality in learning and teaching and innovation. Professional recognition of staff, who are employed by your institution, and who have successfully completed an HEA-accredited provision, is free of charge as part of your subscription to the HEA.

How many staff at Plymouth University are Fellows?

Total number of Associate Fellows	59
Total number of Fellows	323
Total number of Senior Fellows	25
Total number of Principal Fellows	8
Total number of academic staff at institution*	1,160
Percentage of HEA-recognised staff in the institution	35.78%

Total number recognised in 2012-13	111
Total number recognised in 2011-12	48
Total number recognised in 2010-11	40

To see how the number of staff recognised as HEA Fellows at Plymouth University and across the sector has grown, please refer to the comparative data in Section 3.

The information and figures provided in this section are drawn from our records. Please contact us if you would like to receive a list of Fellows at Plymouth University. Every effort is made to keep these records up-to-date and accurate. To find out more, or to inform us of any inaccuracies, please contact partnerships@heacademy.ac.uk

** Figure derived from Higher Education Statistic Agency (HESA) statistics: 'Staff employed in UK higher education institutions, 2011-12'.*

2.2 Accreditation of initial and continuing training programmes



As the national body championing learning and teaching, we work with universities and colleges to accredit programmes of initial and continuing professional development.

By accrediting your provision, you gain independent confirmation that your programmes are aligned to the UKPSF. Increasingly, institutions are using the UKPSF to develop frameworks to support staff as they progress through their careers, bringing the status of teaching into line with research, and demonstrating commitment to creating a culture of learning and teaching development.

What provision has the HEA accredited?

Total number of programmes accredited	15
Total number of programmes accredited in 2012-13	0

Your initial and CPD programmes (see below) have been accredited against the UKPSF. This accreditation will expire on 01/08/2015.

Course Title: Continuing Professional Development Framework
Level: CPD Descriptor 4
Start Date: 01/09/2012
Expiry Date: 01/08/2015
Accreditation Date: 30/07/2012

Course Title: Continuing Professional Development Framework
Level: CPD Descriptor 3
Start Date: 01/09/2012
Expiry Date: 01/08/2015
Accreditation Date: 30/07/2012

Course Title: Continuing Professional Development Framework
Level: CPD Descriptor 2
Start Date: 01/09/2012
Expiry Date: 01/08/2015
Accreditation Date: 30/07/2012

Course Title: Continuing Professional Development Framework
Level: CPD Descriptor 1
Start Date: 01/09/2012
Expiry Date: 01/08/2015
Accreditation Date: 30/07/2012

Course Title: MEAE 575 Higher Education in FE Contexts
Level: Descriptor 2
Start Date: 01/09/2009
Expiry Date: 01/08/2015
Accreditation Date: 04/08/2010

Course Title: Module PGCAP 700 Academic Practice
Level: Descriptor 2
Start Date: 01/09/2009
Expiry Date: 01/08/2015
Accreditation Date: 04/08/2010

Course Title: Module PGCAP 720 Pedagogic Research
Level: Descriptor 2
Start Date: 01/09/2009
Expiry Date: 01/08/2015
Accreditation Date: 04/08/2010

Course Title: Module PGCAP 740 Technology Enhanced Learning
Level: Descriptor 1
Start Date: 01/09/2009
Expiry Date: 01/08/2015
Accreditation Date: 06/08/2010

Course Title: Module: PGCAP 730 HE in FE Contexts
Level: Descriptor 2
Start Date: 01/09/2009
Expiry Date: 01/08/2015
Accreditation Date: 04/08/2010

Course Title: Module: PGCAP 750 Contemporary Issues in Higher Education
Level: Descriptor 2
Start Date: 01/09/2009
Expiry Date: 01/08/2015
Accreditation Date: 04/08/2010

Course Title: PGCAP 600 General Teaching Associates Course
Level: Descriptor 1
Start Date: 01/09/2009
Expiry Date: 01/08/2015
Accreditation Date: 06/08/2010

Course Title: PGCAP 760/770 Negotiated Study Module
Level: Descriptor 1
Start Date: 01/09/2009
Expiry Date: 01/08/2015
Accreditation Date: 06/08/2010

Course Title: Postgraduate Certificate in Academic Practice routes encompassing PGCAP 700 Academic Practice
Level: Descriptor 2
Start Date: 01/09/2009
Expiry Date: 01/08/2015
Accreditation Date: 04/08/2010

Course Title: Postgraduate Certificate in Academic Practice routes encompassing PGCAP 710 Academic Leadship
Level: Descriptor 3
Start Date: 01/09/2011
Expiry Date: 01/08/2015
Accreditation Date: 12/07/2012



Course Title: Postgraduate Certificate in Clinical Education.
Level: Descriptor 2
Start Date: 01/09/2009
Expiry Date: 01/08/2014
Accreditation Date: 21/01/2010

2.3 National Teaching Fellowships and reward for excellent teaching



Often teaching staff go to great lengths to educate students and advance understanding in their field. Each year, we invite you to nominate colleagues who have made an outstanding contribution to receive a National Teaching Fellowship: the ultimate accolade for teaching excellence. Up to 55 National Teaching Fellows receive an award of £10,000 each to invest in their professional development - for themselves, their institution and the wider higher education community.

Student-led Teaching Awards, run in association with the National Union of Students (NUS) and across the UK, allow students to voice their opinion about what good teaching looks like and to reward outstanding teaching staff. Participating institutions are awarded up to £1,000 to administer the scheme.

By participating, your institution can better understand students' perceptions of what constitutes quality and you can signal to students the central role they play in the development of your learning and teaching.

Which staff at Plymouth University gained an award from the HEA?

National Teaching Fellowship Scheme

In 2012-13, Adam Benjamin and Neil Witt were awarded the sector's highest accolade for teaching excellence, National Teaching Fellow status.

Total number of National Teaching Fellows at the institution 13

Staff awarded National Teaching Fellow status at Plymouth University in 2012-13 received £20,000 to further their professional development in learning and teaching.

Individuals who have previously been awarded National Teaching Fellowship and who are currently employed at your institution include:

Suanne Gibson, awarded 2012,
Paul Hewson, awarded 2012,
Simon Belt, awarded 2010,
Karen Gresty, awarded 2009,
Avril Bellinger, awarded 2008,
John Hilsdon, awarded 2005,
Paul Murray, awarded 2004,
Priska Schoenborn, awarded 2004,
Stephen Gomez, awarded 2003,
Brian Chalkley, awarded 2002,
Pauline Kneale, awarded 2002

Individuals who have previously been awarded National Teaching Fellowship but are no longer employed at your institution include:

Paul Bradley, awarded 2010,
Christopher Ricketts, awarded 2008,
Helen King, awarded 2006,
Judith Waterfield, awarded 2004,
Leslie Jervis, awarded 2001,
Susan Lea, awarded 2000



Student-led Teaching Awards

Your institution participated in the HEA-NUS Student-Led Teaching Award Projects, demonstrating commitment to involving students in teaching development.

In 2012-13, the HEA awarded a grant of £1,000 to support the development of the Student-led Teaching Awards scheme at Plymouth University.

2.4 Grants and funding to enhance learning and teaching



The HEA provides support to individuals, departments, and institutions to support innovative and evidence-informed academic practice.

Awards of up to £7,000 each are made to individuals, £30,000 each to departmental teams and £60,000 each to cross-departmental and cross-institutional teams to support projects leading to new and better-informed approaches.

Grants are also made to institutions supervising PhD students conducting research in learning and teaching as well as to individuals undertaking research in international institutions. Our one-off awards allow institutions to host, and individuals to attend, events to share good practice.

Participating in these activities can help cultivate and demonstrate commitment to a culture that embraces innovation and quality of teaching.

What funding has Plymouth University received to enhance learning and teaching?

Teaching Development Grants

Individual Teaching Development Grant - Impact Study: Developing healthcare students' knowledge, confidence and competency performing drug calculations via mobile app technology. Led by Miriam McMullan. £7,000

£56,620

Collaborative Teaching Development Grant - TULIPS – Transforming Undergraduate Learning with Inter-Professional Simulation. Led by Julian Archer.

HEA Professor Sir Ron Cooke International Scholarship Scheme

Developing a critically inclusive pedagogy of relationship for the retention and success of 'non-traditional' students or 'students at risk of exclusion'. Led by Suanne Gibson £16,000.00

Other grant funding awarded to Plymouth University

Social Sciences Teaching Research Methods Project - Mapping, Understanding, and Supporting Research Teaching within College HE networks - led by Claire Gray (project team Carole Sutton, Julie Swain and Rebecca Turner) £9,998

UK Travel Grant. awarded to Paul Lambe £300
UK Travel Grant. awarded to Ricky Lowes £200

HEA commissioned work with Plymouth University

GEES - Earth sciences transition and recruitment resources £1,875
Start Date: 26/11/2012
End Date: 31/05/2013
Associate: Mark Anderson

MSOR Conference Paper Reviewing PHewson 2012-13 £540
Start Date: 28/11/2012



End Date: 03/03/2013
Associate: Paul Hewson

2.5 Continuing Professional Development (CPD) and support for development of academic practice



Support for discipline and HE communities is at the heart of our work. We do this by making connections with individuals and national bodies across subject communities.

Our work in the disciplines includes hosting and funding conferences, workshops and seminars as well as producing journals, publications and online resources across 28 cognate disciplines and themed areas such as assessment and feedback, and employability.

In 2012-13, we delivered the professional development strand of Changing the Learning Landscape – a pioneering CPD programme to embed the use of technology in teaching.

In 2012-13, we also launched our new journals platform, which houses 11 peer-reviewed journals dedicated to learning and teaching in the disciplines.

The HEA Resource Centre hosts a set of free and readily-accessible resources to inform and develop aspects of learning and teaching in the disciplines and themes.

How has the HEA supported Plymouth University to enhance the student learning experience?

New to Teaching workshops (attendance at)

(Date, Name of Workshop, Attendee Numbers)

08/10/12, HEA STEM (Maths, Stats & OR): Workshop for postgraduate students who teach - Sheffield, 1
06/02/13, New to Teaching Workshop: Business & Management, Finance & Accounting, Hospitality & Tourism, Marketing, 2
22/03/13, New to Teaching: Creative Writing, 1
24/04/13, NTTW Social Sciences (England), 1
29/05/13, Health and Social Care Cluster 2013 New to Teaching Workshop - Manchester, 1
12/06/13, New to Teaching Workshop: Performing Teaching, 1
17/06/13, New to Teaching Workshop: Business Education (England), 2

Workshop and Seminar Series (attendance at)

(Date, Name of Workshop, Attendee Numbers)

18/10/12, Student Engagement with International Curriculum Development, 1
04/02/13, HEA STEM (Maths, Stats & OR): Experiences of learning programming within a Mathematics course, 1
08/03/13, NTFs peer review online training session – 1
24/04/13, HEA STEM Biological Sciences: Teaching agent-based modelling in the biosciences, 1
09/05/13, Qualitative and Ethnographic Research (QER): Sharing and shaping pedagogies - learning through doing, 2
13/05/13, Preparing first year law students for a changing legal world, 3
28/05/13, visualisation and teaching quantitative research methods to sociology and criminology students, 1
17/06/13, HEA STEM: Pedagogic research within STEM disciplines: Data Analysis, Publication and Effective Dissemination, 1
02/07/13, Adapting undergraduate dental curricula and assessment for optimal delivery and measurement of GDC 'Preparing for Practice' learning outcomes, 5
04/07/13, E-Reading Between The Lines: Twenty-First Century Literature, Digital Platforms and Literacies, 1

11/07/13, Writing in Creative Practice, 2

HEA Annual, Cluster and other conferences (attendance at)

(Date, Name of Conference, Attendee Numbers)

10/09/12, Teaching History in Higher Education: the 14th annual Higher Education Academy Teaching and Learning Conference 2012, 1

26/03/13, What can higher education contribute to improving social mobility in the UK?, 1

16/04/13, HEA STEM: Annual Learning and Teaching Conference 2013: Where practice and pedagogy meet, 2

22/05/13, HEA Social Sciences Annual Conference - Teaching research methods: Developing a pedagogical culture in the Social Sciences, 2

04/06/13, Health and Social Care Annual Conference 2013, 2

02/07/13, HEA Annual Conference 2013, 2

Changing the Learning Landscape (attendance at)

(Date, Name of Event, Attendee Numbers)

13/03/13, Changing the Learning Landscape – The Use of Social Media in Science & Technology Teaching and Learning, 2

14/03/13, CLL Where are we now with digital literacies?, 4

22/03/13, Changing the Learning Landscape – Open Practice in the Social Sciences, 1

17/04/13, Changing the Learning Landscape - Mobile Learning in Medicine and Dentistry, 4

18/04/13, Changing the Learning Landscape - Enhancing Social Work Teaching and Learning through Social Media, 4

30/04/13, Changing the Learning Landscape – Online Learning in the Social Sciences, 2

22/05/13, Changing the Learning Landscape – Social Media in Engineering & Mathematics, 2

28/05/13, Changing the Learning Landscape - The role of digital literacies in supporting continuing professional development in HE contexts, 1

02/06/13, CLL - An introduction to Intellectual Property Rights for those engaging with Open Practice, 1

04/06/13, CLL - Massive Open Online Courses (MOOCs) – an insight into developing and teaching on a MOOC., 1

09/06/13, CLL - Interdisciplinary webinar on the use of social media in HE, 1

Other HEA Events (attendance at)

(Date, Name of Event, Attendee Numbers)

05/09/12, Collaborative Teaching Development Grant Induction / Networking Event, 1
09/09/12, OER final change academy meeting, 1
02/10/12, HEAR Launch- drinks reception, 3
02/10/12, Annual Subscribers Meeting 2012, 1
03/10/12, Opening up: New horizons and institutional strategies, 2
09/10/12, NTFS Awards, 3
10/10/12, Teaching Development Grant Individual Induction / Networking Event, 1
23/10/12, New Education Studies undergraduate student publication, 1
07/11/12, Guardian roundtable: Qualified to teach? How effective are teaching development programmes for academics?, 1
15/11/12, Webinar 1-The impact of the shifting UK HE landscape on learning and teaching, 1
21/11/12, PVC Network, 1
26/11/12, Network of Deans OER Event, 1
30/11/12, HEA-HeLF workshop: Managing an institutional transition from paper-based to online submission, marking and feedback, 2
11/01/13, Accreditation Documentary Panel Meeting 2, 1
16/01/13, Accreditor Development Training, 2
17/01/13, A guide to applying for funding through the HEA's Teaching Development Grant scheme, 1
23/01/13, HEAR workshop: exploring implementation of the HEAR, 1
13/02/13, e-Books and Accessibility, 1
13/03/13, Can operations management be 'sexy'?, 1
14/03/13, HEAR Advisory Committee Meeting, 1
19/03/13, Systematic reviewing for Nursing, Therapy & Associated disciplines - Qualitative Evidence Synthesis (SyNTAQuES) Bristol, 3
20/03/13, HEA STEM (Psychology): Problem-based learning in Psychology undergraduate programmes: The role of the tutor, 1
25/03/13, Teaching Research Methods in the Social Sciences, 1
15/04/13, HEA Research Seminar/Webinar Series: Research Ethics and Integrity: Is it all about compliance and reputation?, 1
22/04/13, International Scholars Celebration (and induction), 1
24/04/13, New to Teaching Workshop: History, 1
28/04/13, Association of National Teaching Fellows Annual Symposium 2013, 2
29/04/13, Green Academy change programme - residential, 1
01/05/13, Pro Vice-Chancellor's Network Meeting, 1
01/05/13, Exploring implementation of the HEAR, 1
08/05/13, Excellence in Teaching and Learning examined through the disciplines. A workshop for college based HE staff, 1
14/05/13, Changing the Learning Landscape – Social Media in the Humanities, 1
04/06/13, One Year On: Working with the Teacher's Standards in the Changing Context for ITE, 2
10/06/13, Webinar 6 - Simon Haslett – Exploring Links between

Research and Teaching in Higher Education', 1
 12/06/13, HEA STEM: An Introduction to Quantitative Research
 Methods for Research and Evaluation within the STEM Disciplines, 4
 13/06/13, TDG Collaborative Round-networking induction event, 2
 08/07/13, ASPIH/HEA Simulation Project: Faculty Development, 1
 16/07/13, PTES Advisory Group, 1

HEA newsletters and bulletins (recipients of)

General Communications	468
Discipline bulletins	684
Themed bulletins	84
National bulletins	5

For further details please see section 3.2

HEA events (contributor to)

Date, Name of event, Contributor

Event: Opening up: New horizons and institutional strategies
 Date: 03/10/2012
 Contributor: Steven Furnell

Event: PVC Network
 Date: 21/11/2012
 Contributor: Pauline Kneale

Event: Embedding Digital Literacy. Changing the Learning Landscape
 Professional Development Programme - Current issues and
 approaches in developing digital literacy, webinar. 12 Feb 2013
 Contributor: Neil Witt, Anne McDermott, Robert Stillwell

Event: Normalising digital literacies across the university, Changing
 the Learning Landscape Programme – The role of digital literacies in
 supporting continuing professional development in HE contexts.
 Aston University, Birmingham
 Date: 29/05/2013
 Contributor: Neil Witt, Anne McDermott, Robert Stillwell

Event: Green Academy Programme,
 Date: 30.4 and 01.05.13,
 Contributor: Stephen Sterling, part of team of support experts

HEA reviews (contributor to)

Crawford Iain Peter Winlove was a peer reviewer for the National Teaching Fellowship Scheme (NTFS)
Karen Gresty was a peer reviewer for the National Teaching Fellowship Scheme(NTFS)
Jonathan Moizer was a reviewer for Teaching Development Grants

Iddo Oberski was a reviewer for Teaching Development Grants
Graham Clayton was a reviewer for Teaching Development Grants
Melanie Moore was a reviewer for Teaching Development Grants
Jo Davies was a reviewer for Teaching Development Grants

HEA journals (contributor to)

Publication Title	Contributor
MSOR Connections 2013 - Issue 1	John Marriott
New Directions 2012 - Issue 8	Simon T Belt
New Directions 2012 - Issue 8	Elizabeth M Vincent
New Directions 2012 - Issue 8	Orla Kelly
MSOR Connections 2013 - Issue 1	Neville Davies

Karen Gresty and Andy Edwards-Jones co-wrote a CUR Quarterly article with Helen Walkington on undergraduate e-journals entitled “Strategies for Widening Students’ Engagement with Undergraduate Research Journals”

2.6 Involvement in change programmes and in-house support to enhance learning and teaching

Higher education is experiencing unprecedented changes in the face of rising student numbers, greater competition, a more diverse student population, new technology, social media and open learning.

These present opportunities to focus, reflect on and develop learning, teaching and assessment in ways that improve the outcomes and the experience for students.

By taking part in an HEA change programme, you can harness teams and resources in your institution to achieve lasting transformational change for staff and students.

We can also support your work in situ through bespoke consultancy, drawing on our own experts and a network of associates across the UK.

In 2012-13, we ran the pioneering 'A Marked

What activities did staff and departments at Plymouth University take part in to enhance learning and teaching?

Change programmes

This year your institution did not take part in an HEA Change Programme.

Consultancy

Your institution did not take advantage of HEA consultancy services this year.

Improvement' scheme for institutions seeking to introduce new and radical approaches in assessment.



2.7 Surveys and work to enhance student experience

Central to changes in all four nations is the emphasis on putting students at the centre of higher education. Students are engaged as active partners in the development of the curriculum, teaching and assessment.

Participating in the Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES) allows your institution and departments to benchmark students' experience of their postgraduate courses against the national average and as a basis for enhancing provision.

PTES and PRES invite students to comment on factors that contribute to the quality of their experience. For PTES, these factors range from quality of learning and teaching to course organisation and career development. For PRES, they include supervision, thesis examination and

How has Plymouth University been involved in activities to enhance learning and teaching based on student surveys?

Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey

The HEA ran the Postgraduate Taught Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES) in 2012-13.

Plymouth University took part in the Postgraduate Taught Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES)

15.30% of students from Plymouth University took part in PTES versus the national average participation of 25.96%.

44.59% of students from Plymouth University took part in PRES versus the national average participation of 41.93%.

Plymouth students formed part of the national sample of the Nus/HEA research "Student attitudes towards and skills for Sustainable Development"

By engaging in National Student Survey-related enhancement activities, you can develop and implement strategies to develop undergraduate provision. Together these activities demonstrate to staff and students commitment to maintaining and improving quality of provision.

Students are at the heart of what we do. Students advise us on our

teaching opportunities.

work with and for them through the Student Advisory Forum. They are partners in activities ranging from HEA-funded projects to change programmes.

2.8 Work to shape policy and influence thinking



In consultation with senior management in HEIs, the HEA has a key role in helping to shape policy and influence the direction of change in UK higher education. In 2012-13, we invested over £250,000 in commissioned new national research into the implications of recent changes for teaching.

We engage with influential bodies such as the Higher Education Policy Institute (HEPI), the Leadership Foundation for Higher Education (LFHE), JISC and the National Union of Students (NUS) to inform policy and stimulate debate.

By involving senior managers in HEA groups, HEA research tenders for policy-related research and our biannual Network of Deputy-Vice-Chancellors, Pro-Vice-Chancellors and Vice-Principals we can help to ensure that policy and thinking are informed by institutional priorities.

How have individuals at Plymouth University been involved in activities relating to learning and teaching policy and strategy?

PVC Network

Professor Pauline Kneale participated in this group.

While there are nationally-defined sector-wide issues, we recognise that priorities vary by institution and department. Through your dedicated partnership manager, Harriet Harper and supported by HEA colleagues, we aim to work with you directly to access the expertise, networks, funding and resources needed to address them.

In 2012-13, we have engaged with Plymouth University in the following ways.

How has the HEA engaged with Plymouth University?

26/09/2012 - Discussion with Mark Anderson by Helen Walkington.

09/10/2012 - Discussion with Alastair Teague by Michael Bromby.

18/10/2012 - Institutional visit to Professor Pauline Kneale, Wendy Purcell, Vice-Chancellor, by Harriet Harper.

24/10/2012 - Meeting with Dr Suanne Gibson by Will Curtis.

28/10/2012 - Correspondence with Charles Mansfield by Fil Nereo.

26/11/2012 - Discussion with Dr Paul Hewson by Mary McAlinden.

05/12/2012 - Correspondence with Dr Paul Hewson by John Stockwell.

04/01/2013 - Meeting with Maureen Powers, Dean of Students, by Stephen Gomez.

21/01/2013 - Meeting with Professor Pauline Kneale, Professor Debby Cotton by Paul Kessell-Holland.

08/02/2013 - Correspondence with Andrew Kent, Roger Creagh-Osborne by Julie Hulme.

27/02/2013 - Departmental visit to Dr Julian Archer, Peninsula Medical School, by Liz Anderson.

07/03/2013 - Correspondence with Dr Jonathan Lean by Richard Atfield.

17/03/2013 - Correspondence with Professor Neville Davies by Mary McAlinden.

15-16/04/13 Dr Helen Walkington presented BCUR 13 poster awards at BCUR 13 conference Plymouth University

01/05/2013 - Correspondence with Dr Suanne Gibson by Tarn Driffield.

08/05/2013 - Correspondence with Dr Paul Hewson by Mary McAlinden.

05/06/2013 - Meeting with Academic Affairs by Carolyn Bew.

19/07/2013 - Discussion with Professor Troy Heffernan, International Programmes Director, Plymouth Business School, by Richard Atfield.

Karen Gresty and Andy Edwards-Jones co-wrote a CUR Quarterly article with Helen Walkington on undergraduate e-journals entitled “Strategies for Widening Students’ Engagement with Undergraduate Research Journals”

If you have any questions about the information in this report, would like more information, or to discuss future activity with the HEA, please contact your partnership manager:

Harriet Harper
harriet.harper@heacademy.ac.uk
(0)7725 257538

Thank you again for your involvement in our activities over the course of the past year. We look forward to working with you in 2013-14 to build on the activities and achievements identified in this report.

Section 3 – Comparative data

In this section you will find tables and charts showing how colleagues at your institution have engaged with the HEA over the last few years, e.g. through HEA Fellowship and attendance at events, in comparison to the rest of the sector. Together with the report, and in discussion with your partnership manager, Harriet Harper, the charts and tables can be used to benchmark activities and plan for 2013-14.

3.1 HEA professional recognition comparative data



The comparative data here shows recognition figures for your institution and in comparison to the average for your mission group and nation. It is drawn from data held by the HEA. If you would like to receive comparative data by size of institution or other mission groups, please contact your partnership manager (partnerships@heacademy.ac.uk).

1. The information and figures provided in this section are drawn from our records. Every effort is made to keep these records up-to-date and accurate. Please inform us of any inaccuracies.

2. The number of Associate Fellows, Fellows, Senior and Principal Fellows counted on 31 July 2013.

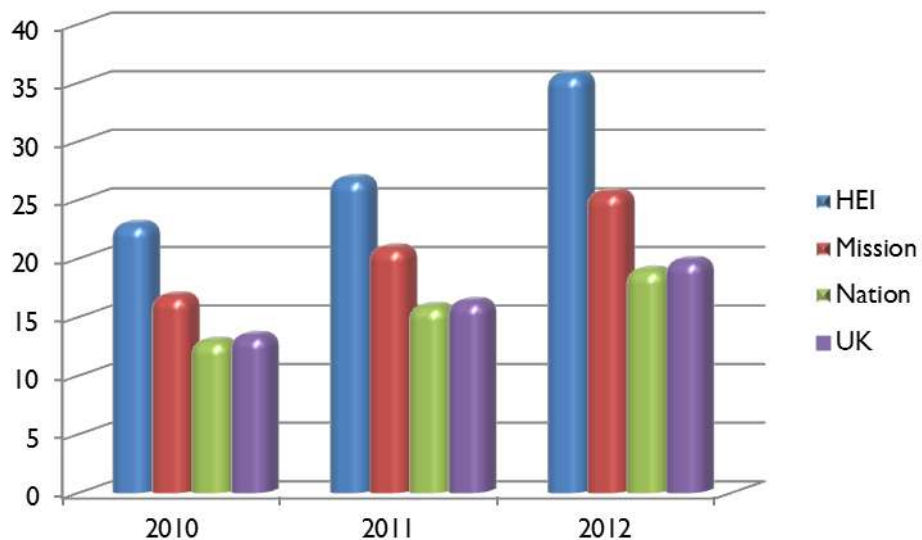
3. The mission group and nation data shows the mean average for each group and allows for comparison. It includes the data for your own institution which you can compare with those mean averages.

4. Institutions for which there are no HESA statistics available have been excluded from UK, national and mission group statistical data to maintain data accuracy for comparative purposes.

HEA professional recognition comparative data

UK-wide recognition data

UK higher education (158 institutions)	Total Fellows 2010-11	Total Fellows 2011-12	Total Fellows 2012-13
	23958 (176890)	28991 (177165)	35328 (177185)
% Teaching staff	13.5%	16.4%	19.9%
England (127 institutions)			
	19343 (148595)	23677 (148135)	29115 (148805)
% Teaching staff	13.0	16.0	19.6
University Alliance (25 institutions)			
	6143 (38500)	7460 (38040)	9143 (37065)
% Teaching staff	15.9	19.6	24.7
Plymouth University			
	254 (1105)	304 (1130)	415 (1160)
% Teaching staff	23.0	26.9	35.8



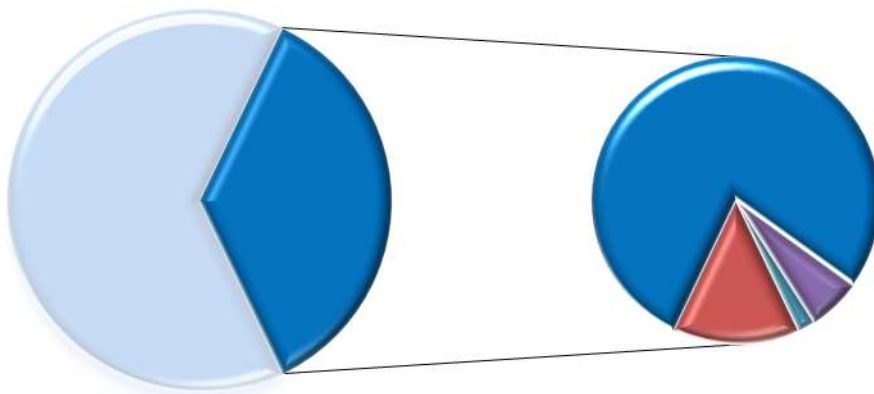
Plymouth University recognition data



2010-11



2011-12



Not Recognised Associate Fellow Senior Principal

2012-13

UK data	Total Fellows 2010-11	Total Fellows 2011-12	Total Fellows 2012-13
% Teaching staff	22.99%	26.9 %	35.78%
AFHEA	37	41	59
FHEA	217	260	323
SFHEA		3	25
PFHEA		1	8

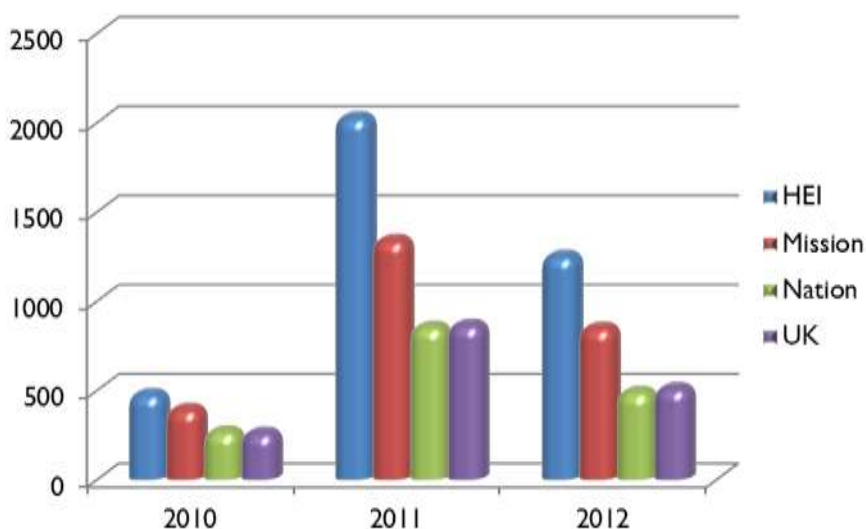
3.2 Bulletins from the HEA

The comparative data here shows the number of staff in your institution who are on HEA mailing lists compared to the mean average number of staff across your mission group and nation. It is drawn from data held by the HEA.

1. The information and figures provided in this section are drawn from our records. Every effort is made to keep these records up-to-date and accurate. Please inform us of any inaccuracies.

2. The total number of individual subscriptions to HEA mailings and bulletins is likely to be different to the number of subscribers as one member of staff may subscribe to several bulletins.

3. The mission group and nation data shows the mean averages of subscriptions and subscribers in those groups and so allows for comparison.



Number of Plymouth University staff subscribing to HEA bulletins compared to the mean average for institutions by mission group, nation, and the UK.

Bulletin name	Recipients
General communications	2012-13
Academy Update	378
Funding opportunities	49
HEA change services	9
Postgraduate surveys	2
TechDis	2
Nations Communications	
Northern Ireland Update	0
Scotland Update	1
Wales Update	4

Bulletin Name	Recipients
Academic themes	2012-13
Assessment and feedback	18
College-based HE (HE in FE)	16
Education for Sustainable Development	15
Employability	13
Equality and diversity in the curriculum	9
Flexible learning	8
Higher Education Achievement Report (HEAR)	1
Internationalisation	13
Retention and success	4
Students as partners	3
Disciplines by cluster	
STEM	
Biological Sciences	58
Built Environment	14
Business Education	28
Computing	13
Engineering and Materials	14
HEA STEM	177
Maths, Stats and OR newsletter	15
Psychology	59
Health	
Health and Social Care (HSC-e)	64
Social Sciences	
Economics	0
Education	50
Geography, Earth and Environmental Sciences	67
Islamic Studies newsletter	1
Languages and Linguistics	5
Law	13
Media and Communications	0
Politics	21
Sociology	22
Arts & Humanities	
Art and Design	28
Dance, Drama and Music	3
English and Creative Writing	3
Philosophical and Religious Studies	4
History	6

	2010-11	2011-12	2012-13
Total staff subscribing to HEA bulletins	484	2035	1259

3.3 Attendance at HEA events



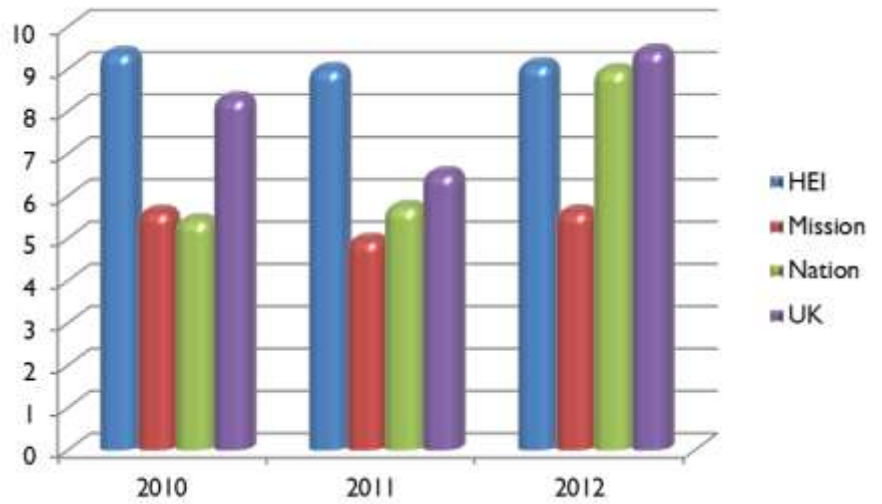
The comparative data here shows the number of staff attending HEA events from your institution and the mean averages for your mission group and nation. It is drawn from data held by the HEA.

1. The information and figures provided in this section are drawn from our records. Every effort is made to keep these records up-to-date and accurate. Please inform us of any inaccuracies.

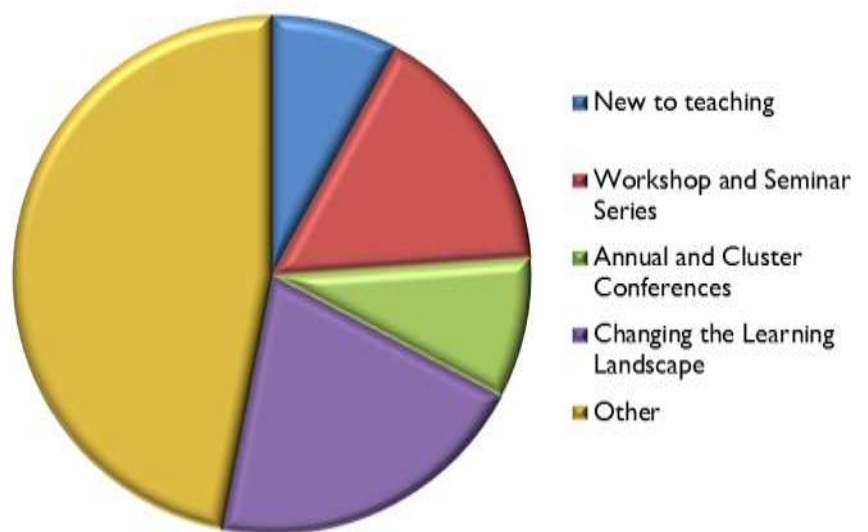
2. The total number of attendances at HEA events in 2010-11 and 2011-12 is not likely to be the same as the number of staff attending as one member of staff may attend several events. 3. The mission group and nation data show means for each group to allow for comparison.

		2010-2011	2011-2012	2012-2013
Plymouth University	Staff attending			69
	No. of events	104	102	106
	% of staff	9.41%	9.03%	9.14%
Mission group	Staff attending			1042
	No. of events	1765	1520	1696
	% of staff	5.66%	5. %	5.67%
Nation	Staff attending			8037
	No. of events	8105	8545	13730
	% of staff	5.45%	5.77%	9. %
UK	Staff attending			9,677
	No. of events	10,491	10,486	16,126
	% of staff	6.05%	6.05%	8.89%

Numbers of staff attending HEA events by mission group and nation (derived from the HESA data referred to at the end of this section).



Percentage of event attendances by staff at Plymouth University, compared to the mean average number of event attendances for institutions by mission group, nation, and the UK.



Plymouth University attendance at HEA Events 2012-13 by event type

For reporting purposes, your mission group has been reported as University Alliance, which contains 20 institutions, and a total of 29930 teaching staff. This is based on HESA returns for the academic year ending July 2012. Your nation contains 127 institutions with a total of 152,571 teaching staff. The UK data refers to 199 subscribing higher education institutions, employing 181,451 teaching staff. The HEA data was accurate at 31 July 2013. Comparative data is drawn from HESA Statistics 'Staff employed in UK higher education institutions, 2011-12'.



Contact us

The Higher Education Academy
Innovation Way
York Science Park
Heslington
York
YO10 5BR

The Higher Education Academy. Company limited by guarantee registered in England and Wales no. 04931031. Registered as a charity in England and Wales no. 1101607. Registered as a charity in Scotland no. SC043946.

+44 (0)1904 717500
enquiries@heacademy.ac.uk

ISBN: 000-0-0000000-00-0

© The Higher Education Academy, 2013

The Higher Education Academy (HEA) is a national body for learning and teaching in higher education. We work with universities and other higher education providers to help bring about change in learning and teaching. We do this to improve the experience that students have while they are studying, and to support and develop those who teach them.

Our activities focus on rewarding and recognising excellence in teaching, bringing together people and resources to research and share best practice, and by helping to influence, shape and implement policy - locally, nationally, and internationally.

www.heacademy.ac.uk | Twitter @HEAcademy

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any storage and retrieval system without the written permission of the Editor. Such permission will normally be granted for educational purposes provided that due acknowledgement is given.

To request copies of this report in large print or in a different format, please contact the communications office at the Higher Education Academy: 01904 717500 or pressoffice@heacademy.ac.uk