University of Huddersfield
Teaching and Learning Institute
Annual Report 2010/11

Supporting and connecting colleagues to develop inspiring and innovative teaching and learning
Welcome & Introduction

Setting up the Teaching and Learning Institute has played a key part in demonstrating the University of Huddersfield’s commitment to delivering inspirational teaching and learning, enabling staff to engage in reflective approaches to teaching and in general support the embedding of the Teaching and Learning Strategy. In this first year of the Institute we have awarded around £135,000 in funding to support colleagues who are developing innovative teaching and learning projects. Highlights include a fourth successive year of distinctive achievement in the National Teaching Fellowship competition and an unprecedented number of nominations for the Extra Mile Awards.

Achievements 2010 - 2011
1. Sharing and embedding best teaching and learning practice
1.1 Supporting Peers Scheme
1.2 Papers
2. A successful annual Teaching and Learning Conference
3. Support for publication in teaching and learning journals
4. Growing cross-University involvement in teaching and learning projects
5. Extra Mile Awards 2011 (Teaching & Learning Student Nominated Excellence Awards”)
6. Successful submission to the National Teaching Fellowship Award
7. Supporting staff development opportunities in teaching and learning
8. Promoting professional recognition through the Higher Education Academy and PCPD
9. Supporting School teaching and learning strategies
10. Monitor and promote QAA auditor development

1. Sharing and embedding best teaching and learning practice

The Institute priority has been to build effective communications with and across Schools, support services and individual staff. The development of the Teaching and Learning Institute website is critical to this aim, and has been a major developmental priority. The site enables all colleagues to access information on all Institute initiatives, key teaching and learning contacts within Schools, online booking on the Teaching and Learning Conference and planned for 2011-2012 a range of online resources. All staff benefit from having a central portal to relevant initiatives and activities that are taking place across the University and also a single entry point to information about all of the Teaching and Learning Institute’s areas of activity.

The Institute is raising the profile of teaching and learning activities at the University by producing an online newsletter ‘Teaching and Learning Matters’, which has a prominent place on the staff home page. The team has sourced and published 15 articles since May 2010 showcasing a range of innovative developments in teaching and learning. A regular email newsletter is produced about teaching and learning funding, research, events and staff development opportunities.

The Teaching and Learning Institute also makes available funding for small scale projects and staff can apply for Innovation funding to develop new and innovative approaches to teaching and learning. Twenty Innovation projects have been funded and the criteria for the 2011 and 2012 funding rounds reflected the Institute’s key priorities.

The funded projects also disseminate project findings and transferable outcomes at Innovation seminars; these events are open to all staff so they can learn, get involved and benefit from the project work. In 2011, three innovation seminars have been delivered so far with a total of forty delegates and two more are planned over the rest of the year.

1.1 Supporting Peers Scheme

A new staff development scheme will be piloted in the 2011/12 academic year as a result of the backing received from UTLC to look at alternative ways of facilitating peer observation of teaching and to enable innovative teaching and learning approaches to be shared across schools.

1.2 Papers

The Institute has produced two working papers: No.1: Teaching with Technology in Higher Education – Exploring how lecturers at the University of Huddersfield use technology in teaching (March 2011), and No.2: Peer Observation of Teaching – Exploring the Experiences of Academic Staff at the University of Huddersfield (April 2011). The papers have been disseminated to School Teaching and Learning Committees and made available in order to highlight staff usage and experiences to inform institutional policy and practice development in these areas.

Professor Tim Thornton MA MBA DPhil FRHistS FHEA, Pro Vice-Chancellor, Teaching and Learning
2. A successful annual Teaching and Learning Conference

The Institute joined the final stages of planning for the 2010 Conference, Connect 2: Teaching, Learning, Research, Enterprise. The event was highly successful. Feedback from delegates led to changes to this year’s conference, such as the focus on practical workshops and networking. The 2011 T&L Conference theme was Assessment and Feedback which reflects the Institute’s priorities and supports and profiles the work of the Change Academy group. Incredibly positive feedback was received about the inspirational (and funny) keynote speaker, Phil Race, a senior fellow of the Higher Education Academy and National Teaching Fellow. Furthermore, a majority of delegates, who completed a post-conference survey, commented on specific practical steps they were going to take to improve their assessment and feedback practice.

3. Support for publication in teaching and learning journals

A major focus for this area of work has been to encourage colleagues involved in Teaching and Learning Innovation projects to publish. From the projects funded in the 2010 and 2011 round outcomes include: 19 conference papers, 1 journal paper, 1 conference poster and 3 articles in a Higher Education Academy subject centre newsletter. Completed projects are expected to continue to publish. Further dissemination work was undertaken at the University’s annual Teaching and Learning conference in the form of workshops delivered and at University Teaching and Learning Committee meetings.

Specific individual support has been targeted at those who have shown an interest in publishing, resulting in 2 journal papers published, 1 journal paper in preparation and 1 case study write up. Financial support has been provided for Teaching in Lifelong Learning, the journal produced by HUDCETT, a centre for excellence in teacher training.

A number of resources have also been created to support staff and they are available on the Institute website:

- A research proposal checklist to help colleagues develop their research ideas
- A short guide to getting published in refereed journals by Professor Chris Cowton
- Tips for publishing and presenting your research, including designing an academic poster
- A recording of Professor Chris Cowton’s “Publish and Prosper” staff development session
- A guide to writing an academic book review

4. Growing cross-University involvement in teaching and learning projects

Internal

Providing support to innovation projects is a key activity. Each cohort of projects is invited to 3 ‘Inspire’ sessions enabling the sharing of ideas and opportunities to network. Regular dissemination takes place through both UTLC and innovation seminars.

<table>
<thead>
<tr>
<th>Date</th>
<th>No. of Bids</th>
<th>No. of Funded Projects</th>
<th>Value</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>29</td>
<td>2 large + 8 small scale</td>
<td>£82k</td>
<td>Virtually complete</td>
</tr>
<tr>
<td>2010/11</td>
<td>34</td>
<td>12</td>
<td>£82k (£320k Bids)</td>
<td>In progress</td>
</tr>
<tr>
<td>(Round 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010/11</td>
<td>23</td>
<td>8</td>
<td>£56k</td>
<td>Ready to start</td>
</tr>
<tr>
<td>(Round 2)</td>
<td></td>
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</tr>
</tbody>
</table>

The continued focus on funding collaborative projects has resulted in projects with cross-School and Service partnerships and therefore increased networking as well. These projects give staff opportunities for developing interdisciplinary working relationships that would otherwise not happen and are central to developing staff abilities in bidding for external funding as well as developing dissemination competencies and academic profiles.

External

Funding has been pursued through developing JISC bid processes and liaising with Research and Enterprise, providing critical friend support for external bids and promoting potential opportunities via blogging and micro blogging. The team has been involved with three major successful bids:

- Higher Education Academy Evidence-informed Quality Improvement Programme (EQUIP) 2010-11. The team at the Teaching and Learning Institute has worked with a group of staff (including the new student union president) to submit a proposal to take part in this HEA initiative. The project has acted as a catalyst in current ongoing development of a Digital Driving License, which aims to support staff to develop appropriate use of technology in teaching and learning thereby improving the quality of the student learning experience.
  - JISC Call on Course data management (£10K)
  - JISC assessment and feedback programme (£16K)

A collegiate approach to external bids is being developed in partnership with Research and Enterprise, and Computing and Library Services.
In 2011, the University was yet again successful with two members of staff, Prof Michael Clarke (top left) and Andrew Walsh, being awarded the prestigious National Teaching Fellowship. University of Huddersfield is currently top of the sector in terms of having two NTFS in each of the last four years.

This achievement comfortably exceeds the target set in the 2008-13 University Teaching and Learning Strategy.

Since the scheme began in 2000 the University has been awarded 11 NTFs and currently has 10 in post. The Institute organises an initial briefing session for interested candidates with current NTFS talking about their experience. Selected candidates were provided with essential and extensive support to ensure that they put forward the strongest supporting evidence. Unsuccessful candidates were provided with individual feedback and in some cases mentor support. Selected candidates were paired with an existing NTFS mentor.

Next year the Institute aims to improve the process further by identifying and supporting candidates earlier in the process to provide their supporting documentation.

5. Extra Mile Awards 2011 (Teaching & Learning Student Nominated Excellence Awards)

This year a record number of students (570) nominated 270 staff members. A celebration dinner, catered by hospitality students, took place for the 25 finalists, their nominating students and senior managers. Five major prize winners were recognised.

The VC said, “Of all the dinners I go to in the course of a year, the Extra Mile Awards is my favourite. It is great to see our students take the time to nominate staff. It is equally gratifying to see that our staff care about the support of our students. Tonight’s nominations have included examples of our 3is: Inspiration, innovation and international.”

“I am delighted to support this exemplar of staff and student collaboration.” Jonathan Flynn, the Joint First Prize Winner, said: “Of course it was wonderful to be recognised and receive an award, but to come joint 1st was jaw dropping!.. The evening was fantastic, I really enjoyed the way it was run, it was like an Oscar ceremony and it was particularly nice to hear the warm and heart-felt tributes from the students to so many members of staff...In times of great change and stress to all staff this type of event is crucial. Like you said it easy for people to concentrate on the negatives but where so much good work takes place day after day it’s really important that this is recognised...For me, it brought home just how important these types of events are, and in my humble opinion, you and your team deserve an extra mile award for organising and putting up such a welcome boost to staff morale.”

In 2009, 222 student nominations were received for 122 staff; nominations were therefore up by 248 and 148 respectively. The awards were initiated to reward staff who put student experience at the centre of their role. A paper on the future of the scheme will be presented to the Teaching and Learning Institute Management Board in October 2011.

6. Successful submission to the National Teaching Fellowship Award

Michael Clarke, Professor of Music and Director of Research for the School of Music, Humanities and Media

Andrew Walsh, Academic Librarian

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7. Supporting staff development opportunities in teaching and learning

A review of the Teaching and Learning Staff Development programme has been undertaken and changes next year will include email booking, a small handbook to replace the annual brochure and 'Champions' established in each school to promote and encourage staff to engage in training. It is recognized that staff have limited time and a different approach is required offering more online resources and bespoke training.

Some of the funded innovation projects have already produced alternative staff development opportunities, such as the 'Learning Bytes' sessions. These were initially piloted in 2010 and are now mainstreamed in the 2011 staff development programme. They provide informal learning opportunities with an element of social learning in their ethos as they encourage the sharing of good practice and networking amongst colleagues.

8. Promoting professional recognition through the Higher Education Academy and PCPD

An aspiration of 100% recognition for academic related staff through the HEA was set in the University Teaching and Learning Strategy. As recently as July 2010, the HEA record showed that the University had 324 Fellows and 4 Associates, while the internal record indicated only about 240 named fellows, so the Institute spearheaded a massive reconciliation exercise, with correct information shared with Human Resources.

This area has been a huge success for the University. With close to 500 Fellows and Associates the University is in the top echelon of recognition within the sector. The Institute has been instrumental in leading and supporting this initiative. A range of opportunities from briefing sessions, intensive workshops, one-to-one advice, and individual feedback have delivered this target. This essential work continues with six sessions planned and following requests the intensive staff development day session is being delivered at the Barnsley campus.

Janet Hargreaves said, “Staff don’t have any excuses. The Institute is providing excellent support.”

9. Supporting School teaching and learning strategies

Reviews were undertaken in both the summer of 2010 and 2011. All schools have their own T&L Strategy and review targets against this. Schools were asked for progress updates, areas of positive development and issues and challenges faced. The reviews focused upon 5 areas:

- FHEA,
- T&L Staff Development Programme,
- T&L Publication,
- POT and Supporting Peers Scheme, and
- Communities of engagement.

10. Monitor and promote QAA auditor development

The list of QAA Auditor remains unchanged. A paper advising QSAG of appraised auditors is being prepared.

Governance

The Institute reports to the Teaching and Learning Institute Management Board which met five times between May 2010 and June 2011.

The board’s function is to provide direction and expertise on the development of innovative teaching and learning and identify high priority areas to be included in the Institute’s Operational Plan. The Institute’s terms of reference were approved by the Board on 9 December 2010 with additional key priorities for 2010-2011 of:

- Assessment and feedback to students
- E-learning, the efficient and effective use of resources
- Employability and connections to professions

The Board is meeting three times in 2011-2012.
The Institute Team

Professor Tim Thornton, Pro Vice Chancellor for Teaching and Learning

Lisa Ward, University Teaching Fellow and Teaching and Learning Institute Manager, FHEA. Lisa is also an Executive Committee (Board) Member of ASET (The Placement and Employability Professionals Network) and leads their International Placement and Collaboration Network. Lisa’s role is to manage the Institute and its activities.

Ola Aiyegbayo, Research Assistant and Kathrine Jensen, Research Assistant
Ola and Kathrine facilitate the dissemination of teaching and learning research across the University. They provide a range of support activities to Innovation Project teams, dissemination and development of teaching and learning funding opportunities, publishing teaching and learning research etc

Jane Gaffikin, Staff Development Advisor T&L Institute
Key roles include T&L Conference, T&L Staff Development programme, Marketing and website.

Trish Moore, Admin Assistant
Responsible for HEA Reconciliation, and a range of admin support services.

Location and resources

The Teaching and Learning Insitute is on Level 9 of Central Services Building, room CS9/1a
For general enquiries please email: tali@hud.ac.uk

Institute website: www.hud.ac.uk/tali/

Institute blog: http://theinstituteblog.co.uk/

Institute mailing list
You can sign up to receive a teaching and learning newsletter, sent out approximately every three weeks, with news about funding, conferences, resources etc. Simply send an email to tali@hud.ac.uk with the heading ‘subscribe to newsletter’.