

Learning Enhancement and Development (LEaD)

Standing Report

Strategic Priority 1: Programme design and delivery that is inclusive flexible, creative and innovative

Academic Team:

The LEaD academic team continue to provide advice and guidance around curriculum to a range of programme teams currently updating their documents for approval or to meet requirements following this. This includes programmes in the School of Health Sciences and the School of Mathematics, computing Science and Engineering.

In addition colleague from the academic team, educational technology team and learning success are providing another one day workshop for those starting to redesign programmes. This will take place on 15th December. This is a team-based workshop for staff to explore flexible curriculum design approaches. The Curriculum Planning Day will be useful for curriculum teams designing or redesigning modules or programmes. Curriculum teams can book their places on the Curriculum Planning Day using our booking form: <http://tinyurl.com/curriculumplan2016>

Educational Technology team:

Evaluation and redesign where needed of both physical and virtual learning spaces so these can support more flexible and inclusive approaches to delivery and use leading edge technology.

Annual Moodle Update: Gathering staff and student experiences of Moodle

The Ed tech team are gathering staff and student experiences around Moodle to feed into development and support for the annual Moodle Update, that takes place in June each year. The focus is around reducing complexity and improving consistency for staff and students.

Staff and students can provide feedback during Focus Groups in early November or participate in User Evaluation sessions with the Interaction Lab for an hour between 23rd-25th November. This will form a list of prioritised recommendations and actions to shape our annual development and support work.

The team are also undertaking Focus Groups on the staff experience around online assignment. This will provide feedback to help in evaluating upcoming changes to Moodle assignment and Turnitin, planned with the release of Moodle 3.2.

Dates and booking forms will be available to all staff and students via the **My Moodle** page and will be circulated via Educational Technology Newsletters and, the [Learning at City blog](#). We are working the Students' Union to also promote these events to Programme Representatives to encourage student participation.

DALI Project Update

The DALI project delivered eight updated learning spaces, some with new furniture layouts and all with new teaching pods, on the third floor of Tait for the start of the academic year 2016/17. A survey will be sent to Academics timetabled into the spaces – they will be asked for feedback at the end of October, and at the end of term 1. A further six rooms on Tait Third Floor shall be updated during the Christmas break and delivered in time for Term Two teaching in January. Academics will again be surveyed for feedback on all 14 rooms.

Around 38 rooms, with new teaching pods and equipment are planned for the Academic year 17/18, the rooms are evenly spread across most of City University, London's buildings and will take place across the summer and Christmas breaks.

Tools for staff and students: In 2016-17 the Educational Technology Team will be promoting and publicising the tools, facilities and equipment in the MILL (Media Innovation and Learning Lab). Our purpose-built production facilities and loanable equipment allow staff and students to create video and multimedia, as well as offering space to trial a range of leading-edge technologies such as augmented reality, virtual reality, 3D scanning and 360-degree video.

Learning Success:

Learning Success contributes throughout the year to the design and delivery of Curriculum Planning Workshops. This work has been/is an integral part of an institutional response to external changes to funding for disabled students and the development of Teaching, Learning and Assessment practices that support the development and embedding of Inclusivity and Accessibility.

Student Counselling and Mental Health Service:

SCMHS have contributed to curriculum planning re: inclusivity around students who present with mental health difficulties by ensuring that courses take into account MH legislation and provide reasonable adjustments for those students who require our support through MH mentoring and regular catch-up meetings with our mental health adviser; the SCMHS continues to work closely with colleagues from SAS around the Access Agreement and ensuring adequate support for students who come under the Widening Participation group, such as, care leavers, young white men, mature students. The SCMHS also contributes to student retention by focusing specific support to these group of students.

Support and Development team:

The Support team continue to support LEaD teams in the developing programme design and delivery by supporting individual teams in organising and promoting the work they are doing.

Strategic Priority 2: Professional Development to support excellence in educational practice**Academic Team:**

The MA Academic Practice has continued to develop in strength and staff have been keen to gain places. We currently have filled up all year 1 modules including two iterations of learning, teaching and assessment and year 2 modules have healthy numbers. The dissertation has eight students on this year.

The RISES CPD programme for staff to gain HEA Fellowship at different levels has also gained increased interest and staff are signing up for the introductory workshops with good numbers on December and February 2017. Here is the link for the dates <http://www.city.ac.uk/lead/qualifications-accreditation/rises>

The new Peer Supported Review of Education Policy is now also being rolled out and further workshops for this can be found at <http://www.city.ac.uk/lead/learning-teaching-support/peer-review>

Learning Success:

The team contributed to the development of the University's Personal Tutor policy and participated in the design and delivery of Personal Tutor Workshops offered widely across Schools in the University. Follow up workshops are planned to offer to new staff as well as provide refresher opportunities for existing staff.

Student Counselling and Mental Health Service:

The SCMHS contributed to the Personal Tutor Policy as a member of the working party; also delivered training on the role of the Personal Tutor across schools over the summer & in Sept 2016 with a view to follow-up in the New Year for new staff and refreshers for permanent staff.

The Support and Development team are responsible for the programme administration of the MA Academic Practice Programme and the Mphil/PHD in Professional Education. This includes supporting the Academic team in the delivery of the modules, answering student queries and updating student records as well as promoting the programme to staff at City, University of London.

The support team also promote and help to organise the RISES programme and PSRE workshops as well as acting as secretary to committees, groups and panels relating to all these programmes and projects. The Support and Development team lead on the organisation and promotion of the Annual Learning at City Conference – now heading into its ninth year.

This conference attracts colleagues both internally and from other HE institutions and focuses on topical issues within HE learning and teaching. This year the focus will be on **Research into Practice**.

The conference opens with a call for abstracts in January and will be taking place on June 21st 2017. This year the conference will be brought back in house and will take place in the popular new spaces at the bottom of the Drysdale building.

Strategic Priority 3: Support Students to Achieve Maximum Potential

Learning Success:

Learning Success have raised awareness of the support available for students at events such as the Widening Participation pre-induction Day as well as Open Days and bespoke training offered to staff at School/Departmental meetings. External changes to DSA funding have created opportunities to re-think the previous emphasis on 1:1 support sessions and LS will expand the historical offer to include small groups (in addition to the well-established Workshop programme already in place.) The LS team have also devoted time to improving the quality and overall look of information for students and staff on the webpages, Moodle and publicity leaflets etc.

Student Counselling and Mental Health Service:

The SCMHS had a strong presence at Welcome Week and Inductions, ensuring that the support services offered within the SCMHS were visible to students and staff across the university; the work of the SCMHS was recognised at this year's Wow! Awards, as Lydia Pell, Mental Health Co-Ordinator, was awarded the Wow! Award for 'Outstanding Customer Commitment Award & for 'Going the Extra Mile'.

Strategic Priority 4: Research and Scholarly Activity

Learning Success:

Staff have been encouraged to undertake CPD that enhances professionalism and contributes to evidence based practice. Lunch time seminars have been offered to colleagues to share learning and contribute to practitioner development.

Student Counselling and Mental Health Service:

In collaboration with Speech & Language Dept, the SCMHS ran a Reflective Practice Group for year 3 SLT student group as part of a research project within SLT year 3 curriculum.

Strategic Priority 5: Communication and Collaboration

Learning Success:

The team have maintained Multi-Disciplinary team (MDT) working between LEaD teams. Increased collaboration in relation to joint projects across LEaD and the wider University ie; DALI. Staff have been encouraged and given the opportunity to advise staff across the institution in relation to the active promotion of inclusion and diversity.

Student Counselling and Mental Health Service:

Continuing to develop the multi-disciplinary way of working through joint meetings with SCMHS & LS; working collaboratively with colleagues in disability and MH on the changes to DSA funding; working with colleagues across LEaD – academics, ed tech's, SCMHS & LS to develop the writing blog and encouraging colleagues to join with the RISES project.

Support and Development Team:

The support and development team has been collaborating with members from other LEaD teams on the updating of the LEaD webpages and profile raising of the department via other social media channels. The team also organises whole LEaD team events in order to encourage multi-disciplinary working across the department and to improve networking.

The Support and Development team acts as secretary to LEaD committees in order to support the work of the department in informing University committees that make decisions related to education.

Professor Susannah Quinsee
20th October 2016