L&T Team update

• CPD framework
• new website
• resources
• Building Capacity project

Chris Butcher
Karen Llewellyn
L&T Strategy / priorities

Meetings with:
- Pro-deans for L&T
- DLTs
L&T Strategy / priorities

Meetings with:
• Pro-deans for L&T
• DLTs
# THE STANDARDS

<table>
<thead>
<tr>
<th>Standard descriptor</th>
<th>Examples of staff groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates an understanding of the student learning experience through engagement with at least 2 of the 6 areas of activity, appropriate core knowledge and professional values; the ability to engage in practices related to those areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities</td>
<td>Postgraduate teaching assistants, staff new to higher education teaching with no prior qualification or experience, staff whose professional role includes a small range of teaching and learning support activity</td>
</tr>
<tr>
<td>2. Demonstrates an understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values; the ability to engage in practices related to all areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities</td>
<td>Staff who have a substantive role in learning and teaching to enhance the student experience</td>
</tr>
<tr>
<td>3. Supports and promotes student learning in all areas of activity, core knowledge and professional values through mentoring and leading individuals and/or teams; incorporates research, scholarship and/or professional practice into those activities</td>
<td>Experienced staff who have an established track record in promoting and mentoring colleagues in learning and teaching to enhance the student learning experience</td>
</tr>
</tbody>
</table>
The UK Profession

The Standards

Standard descriptor

1. Demonstrates an understanding of the student learning experience through engagement with all of the 6 areas of activity, core knowledge and professional values; the ability to engage in practices related to those areas of activity and the ability to incorporate research, scholarship and/or professional practice into those activities.

2. Demonstrates an understanding of the student learning experience through engagement with all of the 6 areas of activity, core knowledge and professional values; the ability to engage in practices related to those areas of activity and the ability to incorporate research, scholarship and/or professional practice into those activities.

3. Supports and promotes student learning in all areas of activity, core knowledge and professional values through mentoring and/or supporting leading individuals and/or professional practice.

Areas of activity

1. Design and planning of learning activities and/or programmes of study
2. Teaching and/or supporting student learning
3. Assessment and giving feedback to learners
4. Developing effective environments and student support and guidance
5. Integration of scholarship, research and professional activities with teaching and supporting learning
6. Evaluation of practice and continuing professional development

Core knowledge

Knowledge and understanding of:
1. The subject material
2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
3. How students learn, both generally and in the subject
4. The use of appropriate learning technologies
5. Methods for evaluating the effectiveness of teaching
6. The implications of quality assurance and enhancement for professional practice

Professional values

1. Respect for individual learners
2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice
3. Commitment to development of learning communities
4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
5. Commitment to continuing professional development and evaluation
<table>
<thead>
<tr>
<th>Learning and Teaching Categories</th>
<th>Staff Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course design and planning</strong></td>
<td>Most of our courses are open to all staff. The following courses are particularly recommended to specific groups of staff.</td>
</tr>
<tr>
<td>Training and development opportunities that include exploration of course design and planning.</td>
<td>• New teaching staff</td>
</tr>
<tr>
<td>• Integrating research in to teaching</td>
<td>• Experienced teaching staff</td>
</tr>
<tr>
<td>Training and development opportunities that include exploration of ways of integrating research in to your teaching.</td>
<td>• Research and other staff who teach on a part-time basis</td>
</tr>
<tr>
<td>• L&amp;T delivery methods</td>
<td>• Learning and Teaching Support Staff</td>
</tr>
<tr>
<td>Training and development opportunities that explore different approaches to teaching delivery - including through use of technology.</td>
<td></td>
</tr>
<tr>
<td>• L&amp;T management and administration</td>
<td></td>
</tr>
<tr>
<td>Training and development opportunities for those who manage or administer any aspect of learning, teaching and assessment plus those in learning and teaching support staff roles.</td>
<td></td>
</tr>
<tr>
<td>• Student support and development</td>
<td></td>
</tr>
<tr>
<td>Training and development opportunities that relate to personal tutoring and providing academic support and development opportunities for students.</td>
<td></td>
</tr>
<tr>
<td>• Assessment and feedback</td>
<td></td>
</tr>
<tr>
<td>Training and development opportunities that explore both traditional and technology-related methods for enhancing the design of student assessment and feedback opportunities.</td>
<td></td>
</tr>
<tr>
<td>• Evaluation</td>
<td></td>
</tr>
<tr>
<td>Training and development opportunities that include exploration of course evaluation.</td>
<td></td>
</tr>
<tr>
<td>• Technology enhanced learning and teaching</td>
<td></td>
</tr>
<tr>
<td>UK Professional Standards Framework</td>
<td>1a</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Provision</td>
<td>L&amp;T Workshops for PG/PT teachers</td>
</tr>
<tr>
<td>UoL status</td>
<td>Core induction to teaching at UoL - linked to CoP for PGRs with teaching responsibilities</td>
</tr>
<tr>
<td>Participants</td>
<td>1st year PGRs, research staff, staff with teaching as part-time or secondary role (e.g. technician, library)</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>Little or no teaching experience and/or new to UoL</td>
</tr>
<tr>
<td>Award / Qualification</td>
<td>Non-accredited</td>
</tr>
<tr>
<td>HEA status</td>
<td>Non-accredited</td>
</tr>
<tr>
<td>UK Professional Standards Framework</td>
<td>Provision</td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td>1.a</td>
<td>L&amp;T Workshops for PG/PT teachers</td>
</tr>
<tr>
<td>1.b</td>
<td>L&amp;T Workshops for PG/PT teachers</td>
</tr>
<tr>
<td>1.c</td>
<td>University of Leeds Teaching Award--1</td>
</tr>
<tr>
<td>UK Professional Standards Framework</td>
<td>2·a</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Provision</strong></td>
<td></td>
</tr>
<tr>
<td>University of Leeds Teaching Award--2¶ ULTA-2¶</td>
<td>PGCLTHE-or-PGCAPα</td>
</tr>
<tr>
<td><strong>UoL-status</strong></td>
<td></td>
</tr>
<tr>
<td>Compulsory for newly-appointed staff with a ≥ 0.5fte contract who have a teaching role and are deemed new to teachingα</td>
<td>Optional for those wishing to develop further their practice and gain a PG teaching qualification¶ (increment)α</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td></td>
</tr>
<tr>
<td>Academic and other teaching staff with a full range of teaching responsibilitiesα</td>
<td>Academic and other teaching staff with a full range of teaching responsibilitiesα</td>
</tr>
<tr>
<td><strong>Teaching experience</strong></td>
<td></td>
</tr>
<tr>
<td>Those deemed new to teachingα</td>
<td>Those who have completed ULTA2α</td>
</tr>
<tr>
<td><strong>Award/-Qualification</strong></td>
<td></td>
</tr>
<tr>
<td>40 credits at M-Level α</td>
<td>Further 20 credits at M-Level to gain PGCLTHE/PGCAPα</td>
</tr>
<tr>
<td><strong>HEA-status</strong></td>
<td></td>
</tr>
<tr>
<td>HEA Accredited at Fellow (FHEA)α</td>
<td>No additional accreditationα</td>
</tr>
</tbody>
</table>

UoL policy
Senate 2006
<table>
<thead>
<tr>
<th>UK Professional Standards Framework(^1)</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provision</strong></td>
<td>Open programme</td>
</tr>
<tr>
<td><strong>UoL status</strong></td>
<td>Optional for those wishing to develop further their practice</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>Academic and other teaching staff</td>
</tr>
<tr>
<td><strong>Teaching experience</strong></td>
<td>Experienced teachers</td>
</tr>
</tbody>
</table>
| **Award / Qualification**               | PGDLTHE & MA  
Non-credit bearing  
e.g. T@T,  
SDDU open programme,  
UTF, DLT Forum |
| **HEA status**                          | Non-accredited |
Learning and Teaching

Courses & Workshops
- Credit bearing courses in Learning and Teaching
- Open programme of courses and workshops in learning and teaching
- Postgraduate Research Students who Teach
- Seminars and events

Networks
- Directors of Learning and Teaching Forum
- e-practitioners
- Learning Technologists
- Project Co-ordinators
- Student Support Network (SSN)
- University Learning and Teaching Support Network (ULTSN)

Technology
- Learning technology
- VLE support

Reward & Recognition
- Teaching Fellowships

Support & Resources
- The Casebook - case studies web site
- Centres for Excellence in Teaching and Learning
- Faculty Links
- HE Academy subject network
- L&T Bulletin
- L&T Support
- L&T Resources on Campusweb
- Online materials
- School / Departmental Development

News & Comment
Learning & teaching

In this section
- Networks, courses and workshops
- Online resources and useful links
- Support for individuals, schools and faculties

SDDU aims to contribute to excellent and inspirational learning and teaching in the University through:

- Interactive sessions for staff with teaching responsibilities who wish to develop or refresh their repertoire of teaching techniques
- Courses that offer qualifications or credits, e.g. Professional Standards Programme, Postgraduate Certificate and Diploma in Learning and Teaching in Higher Education and Modules in Learning & Teaching
- Training for postgraduate students and part-time staff who have teaching responsibilities
- Network meetings aiming to support the development of assessment practices by sharing and disseminating good practice
- Opportunity to gain a University Teaching Fellowship Award
- Support for funded projects
- Support to gain and retain membership of professional teaching bodies
- Tailored events for faculties and schools - facilitated workshops, seminars and away-days.
Welcome to the International Staff website where you can find helpful advice on how to make the smooth transition to living in the UK and working in the UK higher education system.

Select a topic of interest from the left-hand menu. For more detailed information on an institution please select a university from the drop-down menu. If you know what you’re looking for, use the search facility to access information or contact us if you are having problems.
Learning and Teaching in the UK

Please click on the links below to access more detailed information about areas of learning and teaching. If you can't find what you're looking for, try using the search function at the top right-hand side of the page.

To get information from existing international members of staff, click the play button twice on the video screen to the right to instantly watch a short clip.

1. Assessing oral presentations
2. Assessing projects and dissertations
3. Assessing using multiple-choice questions
4. Computer based assessment
5. Peer assessment
6. Self-assessment
7. Written examinations
8. Plagiarism

1. Aims and learning outcomes
2. Benchmark statements
3. E-learning
4. Fieldwork
5. Group work
6. Lectures
7. Levels and level descriptors
8. Particular learning needs
9. Personal tutorials
10. Practical or laboratory classes
11. Problem classes
12. Seminar and academic tutorials
13. Teaching in the English language
14. Using technology in teaching
15. Workshops
Research in the UK

Research in the UK

The UK Higher Education system produces some of the world’s best research and is highly valued. Research in the UK is complex, there are several channels used to source funding and it is competitive. This section gives help and advice to researchers new to the UK and includes information on being a researcher in the UK, how to apply for funding and how to publish articles in your discipline.

1. Being a researcher in the UK
2. Research funding in the UK
3. Getting published in the UK

The Research Information Network (RIN) also has a useful publication with a good introduction to Government and research policy in the UK.
Your subject

The Higher Education Academy (HEA) provides subject-specific support for enhancing the student learning experience through its nationwide network of 24 Subject Centres and one HEALTH Network Group.

The centres are located in higher education institutions and each engages in a wide variety of activities to support academics, departments and institutions.
L&T Team update

- CPD framework
- new website
- resources
- Building Capacity project

Chris Butcher
Karen Llewellyn
Staff and Departmental Development Unit

JISC Leeds Building Capacity Project

Chris Butcher: Project Manager
Karen Llewellyn: Project Officer
Intentions:

• What is the LBC Project?
• What is the L&T connection?
• What is going on?
• What is in it for us?
• How do we become involved?
• Questions?
What is LBC?

• JISC BC Programme
• £100k until July 2010
• Mapping JISC technology projects to 9 Leeds strategic priorities across R, L&T
• ‘Adopting’ and ‘adapting’ for Leeds context
• ‘Leeds Learning’: case studies for dissemination
Learning and Teaching?

Leeds strategic L&T priorities linked to key themes:

- **More effective feedback**
- **Digitised/digitising learning resources**
- **Creating distributed environments for blended learning**

**NB:** Overarching theme of a ‘research-led curriculum’
What is going on?

• **Selection:** Potential JISC projects for adoption (Pro Deans)

• **Dissemination:** examples
  Effective Feedback Week: *Dec*
  LTC8 Parallel session: *Jan*

**In development:**
JISC Café: *Oct*
LBC interactive website: *Nov*
More themed workshops: *tbc*
What is in it for us?

• Funding to adopt and adapt JISC projects developed in other HEIs
How do we become involved?

• Contact us in SDDU for more information about LBC

• Engage in LBC activities for further understanding

• Consider how a JISC project might enable your school/faculty to address these strategic L&T priorities

• Let us know!
Any Questions?

Contact:
Chris Butcher:  c.w.butcher@adm.leeds.ac.uk
Karen Llewellyn:  k.a.llewellyn@adm.leeds.ac.uk