Introduction

The primary role of CHEP is to progress the implementation of aspects of the Teaching and Learning Strategy. Developments have continued throughout 2010/11 and commentary is provided in relation to key areas.

Attendance at Centre events is recorded at Appendix 1. The membership of the Centre Advisory Group and of sub-committees is provided at Appendix 2.

Sections of this report have been provided by colleagues involved in the work of the Centre; the authorship of these contributions is identified at the appropriate points.

1. Launch of 2010/11 programme

The academic year 2010/11 commenced with a symposium entitled ‘Internationalisation in Higher Education’ on 10th September. The keynote address ‘Internationalising our pedagogy in changing contexts’ was delivered by Dr Janette Ryan, Faculty of Education, Monash University and the event included presentations from Ulster international students and staff.

The symposium provided the opportunity to launch the programme for the year and formally to launch the first volume of the Centre’s journal – Perspectives on Pedagogy and Practice. This event was well attended (see Appendix 1) and attracted interest from colleagues from all four campuses.

2. Seminars, workshops and discussion fora (Report provided by Dr Clare Carter)

Core to the Centre’s programme is the series of lunchtime events which includes both seminars and discussion fora. External speakers have also been involved in the delivery of workshops following a lunchtime seminar. The mix of internal and external contributions to the programme ensured the presentation and exploration of a broad range of perspectives and, whilst attendance at events varied, there was always valuable discussion. A key development towards the end of the academic year was a change to the format of the discussion fora. This included video conferencing of the events and the presence of a lead person at each site, speaking on the theme for five minutes. Discussions were managed at individual campuses or across campuses, depending on the numbers at each site.

Copies of the programme were circulated widely and individual events were publicised further through all-staff emails, emails to staff on the Centre mailing list and through Inside.
Whilst most of the events planned for 2010/11 took place as scheduled, some changes to the programme were effected, resulting from bad weather and clashes with other significant events.

3. Centre sub-committees

3.1 Creativity in the Curriculum (Report provided by Mrs Roisin Curran)

The sub-committee seeks to identify practice across the University and promote and disseminate the means of developing student creativity within subject curricula. The following activities were carried out in 2010/11:

- **Engagement with course teams preparing for evaluation/revalidation in 2011-12**

Mrs Roisin Curran and Ms Vicky Davies (representing the Creativity and Research and Practice sub-committees) gave a joint presentation and facilitated an activity which highlighted innovative practice across disciplines as part of the programme for the Evaluation/Revalidation workshops held in January 2011.

Course team workshops on curriculum development were facilitated throughout the year in conjunction with the Viewpoints project team.

- **Centre Seminar programme 2010-11**

The following seminars relating to the creativity theme were held during 2010/11:

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Speaker/Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Nov 2010</td>
<td>Belfast</td>
<td>(Ms Patricia Griffin) Use of debates in teaching and learning</td>
</tr>
<tr>
<td>1 Dec 2010</td>
<td>Jordanstown</td>
<td>(Dr Alan Masson) Use of Learning Design models to encourage creativity and reflection</td>
</tr>
<tr>
<td>6 April 2011</td>
<td>Coleraine</td>
<td>(Dr Desmond Hill) Integrating industry and education through innovation</td>
</tr>
</tbody>
</table>

- **Student focus groups**

In semester two, a pilot study comprising of a series of focus groups was conducted involving students from the School of Art & Design, Belfast campus and the Department of International Business, Magee campus. Students' opinions on assessment and feedback, transition, engagement, technology and employability were sought. The data collected by the Students’ Union was analysed and presented to the respective School and Department. Feedback was positively received by course teams and will be used as one of the overall reference points for preparation for revalidation.

Subsequently, Student Union Officers also presented their findings at faculty events on assessment and feedback led by Professor David Boud in June 2011.
• **Festival of innovative practice, 16\textsuperscript{th} June 2011**

In the afternoon session of this event, Dr David Adams, Director, Centre for Bioscience, HEA facilitated an interactive workshop on ‘Creativity in Teaching’. This was attended by over 70 academics from a wide range of disciplines and involved using ‘grid’ brainstorming and focussed on the following topics/questions.

How do we get academics to engage in the scholarship of teaching?
How do we engage students in the literature?
How do we break down barriers (perceived barriers) to being creative in the design and delivery of the curriculum?

Feedback on this event was very positive and ideas generated will be followed up at a joint Creativity/RaPHE meeting in August 2011.

• **Creative space event, 23\textsuperscript{rd} June 2011**

This half-day event facilitated by Professor Paul Moore included members of the Creativity and RaPHE sub-committees and involved working in small groups around the themes of writing and student engagement.

3.2 **Research and Practice in Higher Education (RaPHE)** (Report provided by Ms Vicky Davies)

The RaPHE sub-committee seeks to identify practice across the University and promote and disseminate this with regard to the following key areas:

- Research-led and research-informed teaching
- Pedagogic research
- Research-based learning

The following activities were carried out in 2010/11:

- **Engagement with course teams preparing for evaluation/revalidation in 2011-12 (see 3.1 above)**

- **Centre Seminar programme 2010-11**

The following seminars relating to the RaPHE themes were held during 2010/11:

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 February 2011</td>
<td>Ethical issues relating to pedagogical research</td>
<td>David Boud (Visiting Professor)</td>
</tr>
<tr>
<td>10 February 2011</td>
<td>Getting started in pedagogical research</td>
<td>David Boud (Visiting Professor)</td>
</tr>
</tbody>
</table>
• Pedagogic Research
The Pedagogic Research sub-group (led by Dr David Barr) have had fruitful meetings with the School of Education to establish the range of pedagogic research across the University. An initial survey to scope the range of pedagogic research publications has also been encouraging, comprising a number of REF-able outputs, although most respondents were at an early stage of such research. As a result a focus group is to be set up to garner wider views of pedagogic research across the institution.

• Writing for pedagogic purposes
The sub-committee has explored a number of models used to encourage and promote writing for pedagogic research and took advice from Dr Rowena Murray (University of Strathclyde) as to how this might be most fruitfully progressed. In the light of this, and as a result of the seminars and workshops which took place in Semester 2, it is planned to pilot groups for pedagogic writing in academic year 2011-12, with a particular emphasis on those who are seeking support with regard to contributions to the Centre’s Journal.

• Festival of innovative practice, 16th June 2011 (see 3.1)
• Creative space event, 23rd June 2011(see 3.1)

3.3 Higher Education Practice Development Fund (Report provided by Dr Sarah Maguire)
Since its inception in November 2008, the Development Fund Project Group has established a process by which members of University staff can apply for funding from the Centre. The aims of the funding programme are to:

• support curriculum developments, Teaching and Learning research and other innovations which will enhance the quality of students’ learning experience and/or enrich the learning and teaching research evidence-base;
• provide individuals with the opportunity to engage in and collaborate on learning and teaching developments with colleagues;
• recognise existing staff expertise and identify and encourage fresh talent;
• disseminate good practice to the wider University community.

During 2010-11 a number of outcomes were achieved, including:

• On March 4th 2011 a workshop on Dissemination and Evaluation was held to support Round 3 projects and their mentors. Input was provided by project
teams, Dr Sarah Maguire and Professor Kate Greenan and the majority of projects were represented. The workshop was received positively with many reporting that they had gained good ideas from it and had appreciated the opportunity to network and share progress to date.

- The majority of Round 1 and 2 projects have provided a final report detailing project outcomes and highlighting aspects of their work that are usable and transferable to others. These are available to view at: http://www.ulster.ac.uk/centrehep/project_funding.html
- A number of projects from all Rounds have been involved in the second Festival of Innovative Practice.
- In addition to routine activities, a substantive evaluation of the Development Fund was undertaken. The full report is available as a separate paper.
- On 4th February 2011 Round 4 Funding was opened for bids. In order to address priority areas of pedagogic practice and theory applicants were asked to apply for funding in two thematic areas:

**Theme 1: Student Engagement**

This is a broad term covering a wide range of possible initiatives. The Higher Education Academy has recently used the definition 'Student engagement is concerned with the interaction between time, effort and other relevant resources invested by both students and their institutions intended to optimise the student experience and enhance learning outcomes and development of students and the performance and reputation of the institution.' The basic premise is that socially and academically engaged students are more likely to remain in higher education and to be successful. Social engagement relates to the making of friends and building of peer support networks, whilst academic engagement may range from a first step of promoting attendance (e.g. making sessions unmissable) to students becoming actively involved in their studies and seeking to understand rather than just passing assessments. We particularly encourage innovative and sustainable initiatives relating to academic engagement which may include the development of social peer networks and the use of mobile technologies.

**Theme 2: Assessment for Learning**

The National Student Survey has now been in operation for six years and it is evident that the University has failed to maintain or improve on the 2009 satisfaction levels in relation to Assessment and Feedback and, given gradual improvements in the sector, the variance between Ulster and the sector overall has increased in this area. In the qualitative results, very few positive comments were received and the majority of negative comments related to the lack of feedback, speed of feedback or quality of feedback. Whereas pockets of exemplary practice have developed, it is apparent that further work in this area is required.
We would encourage submissions of projects that aim to explore, develop and disseminate effective practices in this area and that build on the established, published evidence base. In particular, we would encourage those that have transferability to a wide range of disciplines and that take account of student views. Active student engagement in the assessment and feedback processes would be particularly welcome.

To support applicants, Development Fund Briefings were held during February and March and were well attended. Seventeen applications were received and the following projects were successful.

<table>
<thead>
<tr>
<th>Lead Name</th>
<th>School/ Department</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Condell</td>
<td>Computing and Intelligent Systems</td>
<td>Understanding Students’ Motivations to attend PASS: An Application of the Theory of Planned Behaviour</td>
</tr>
<tr>
<td>Peter Green</td>
<td>Accounting</td>
<td>Student engagement and employability: An empirical investigation into the impact of a work placement year</td>
</tr>
<tr>
<td>Catherine Hack</td>
<td>Biomedical Sciences</td>
<td>Creating an on-line community of practice to develop expertise on student engagement</td>
</tr>
<tr>
<td>Kate Hoffman</td>
<td>Health Sciences</td>
<td>Experts in aphasia: students’ experiences of learning through interaction with people with aphasia</td>
</tr>
<tr>
<td>Janet Magee</td>
<td>Biomedical Sciences</td>
<td>The development, evaluation and assessment of inter-professional simulated learning on the safer use of injectable medicines for pharmacy and nursing students</td>
</tr>
<tr>
<td>Stephen McClean</td>
<td>Biomedical Sciences</td>
<td>Offering sound advice: Exploring the provision and delivery of audio feedback to students</td>
</tr>
<tr>
<td>Anne Moorhead</td>
<td>Communication</td>
<td>Comparative analysis of e-learning tools for student feedback in small and large group teaching</td>
</tr>
<tr>
<td>Rosemary Mooreland</td>
<td>Social Sciences</td>
<td>Developing and piloting an online toolkit and blended learning short APL course</td>
</tr>
</tbody>
</table>

3.4 Awards Scheme for Leadership in Teaching and Learning Support (Report provided by Dr Sarah Maguire)

The 2011 Awards Scheme was announced through an all-staff email circulated on 12th May 2011. This email communication directed colleagues to the relevant pages on the Centre website for further information and provided details of the briefing sessions scheduled for Coleraine and Jordanstown.

Briefing sessions were held on 13th June, for Coleraine and Magee, and on 24th June for Jordanstown and Belfast. It was advised that staff considering preparing an application should attend a briefing session.

Applications are due to be received on September 2nd 2011 in electronic format and in hard copy by 9th September. These applications will be considered by the first-stage panel and written feedback provided to all applicants by 30th September. As
indicated in the Guidelines (available at http://www.ulster.ac.uk/centrehep/awards_scheme.html), short-listed applicants ‘may be required to provide additional clarification for the second stage of the process’. Short-listed applications will be submitted by 14th October and considered by the second-stage panel (chaired by the Pro-Vice-Chancellor, Teaching and Learning, and including an external evaluator).

3.5 Student Competition (Report from Dr Sarah Maguire, Competition Organiser)

In 2007/8, a student competition was established within the University of Ulster, similar to the scheme run by the HE Academy through its Subject Centre Network. The purpose of the internal competition was to encourage students to consider entering such competitions (internally and externally) and to gather information on the student experience as a resource for all aiming to enhance the student experience at Ulster.

The outcomes of the competition have been published on the Centre’s website and disseminated at workshops run by Staff development and the Centre (see http://www.ulster.ac.uk/centrehep/student_comp_past.html).

In 2011 students were asked to address the topic:

‘What makes a class un-missable?’

16 undergraduate entries and 1 post-graduate entry were received. The following students received prizes:

<table>
<thead>
<tr>
<th>Winner Undergraduate entry</th>
<th>Winner Alternative Format Category</th>
<th>Winner Postgraduate Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy McCabe, Life and Health Sciences, Dietetics; (Runner-up) Christopher McAuley, Computing and Engineering, Interactive Multimedia Design</td>
<td>Farhannah Ali, Social Sciences, Law</td>
<td>Eoin Costello, Ulster Business School, Business Development and Innovation</td>
</tr>
</tbody>
</table>

Prizes were awarded at the Festival of Innovative Practice by the Vice-Chancellor and the winning entries can be viewed at: http://www.ulster.ac.uk/centrehep/student_comp.html

Staff undertaking the PgCHEP programme will be asked to draw on these entries to identify guidance for teaching staff preparing classes.
3.6 Editorial sub-committee (Report provided by Ms Barbara Skinner, Editor)

The Editorial sub-committee for the Centre’s Journal ‘Perspectives on Practice and Pedagogy’ met five times in 2010-2011 under the Chair, Barbara Skinner, the new editor of the Journal. The aims of the Journal remain the same, to share practice in teaching and learning across the University provided by internal and external contributors with a focus on publishing work by colleagues who may be relatively new to pedagogical research and to publication.

Sixteen articles were received by the sub-committee for potential publication in Issue 2 of the Journal (launch date September 9th 2011), with 11 going forward for publication. Two external authors (Roger Moore and Desmond Hunter) contributed to Issue 2, along with 9 internal authors. The two external articles related to initiatives to enhance assessment for learning, whilst 4 out of the 9 internal contributions looked at various aspects of student engagement and retention. The remaining 5 internal contributions related to different aspects of teaching and learning - cultural diversity training, using films to encourage debate, peer led workshops and ethical awareness training.

The call for papers (along with the call for new reviewers) for the third issue went out in early July 2011, with a submission date of 28th October 2011.

3.7 PASS (Peer Assisted Study Sessions) sub-committee (Report provided by Professor Tony Cook and Dr Melanie Giles)

Providing opportunities for students to build supportive networks and fostering student engagement are key factors in retention, student motivation and achievement. With this in mind, the Schools of Psychology (Dr Melanie Giles), Law (Mrs Amanda Zacharopoulou) and Computing and Intelligent Systems (Dr Joan Condell) have proactively implemented and supported the PASS initiative, thereby allowing students to interact with their peers in collaborative study groups within the context of their discipline. In so doing, they hope not only to improve academic performance and achievement and reduce student drop-out but also to engender enthusiasm for their subjects, provide an additional mechanism for communication and feedback between teaching staff and students, increase group cohesiveness, enhance employability and more generally, enhance the quality of the student learning experience. The PASS Working Group was established in 2010 to (i) review progress on the implementation of PASS; (ii) oversee the compilation of support materials (recruitment, training, evaluation and dissemination) and; (iii) make recommendations on the support required to implement PASS.

Progress on the Implementation of PASS

The PASS scheme is now well established in the Schools of Law, Psychology and Computing and Intelligent Systems. Early indications suggest that it is already having a positive impact (see ‘Evaluation’ below). It was piloted in the School of Economics in the second semester of 2010/2011 and will be further developed during 2011/2012. The School of Nursing will be introducing the scheme to students in both Coleraine and Magee during the next academic year with the result that somewhere
in the region of 650 students will now benefit from the PASS initiative. Other disciplines have expressed an interest in the scheme following the success of the HEA funded seminar in June 2011 (e.g. Environmental Science). However, expanding the scheme will prove to be somewhat of a challenge given the resources required to deliver the programme effectively.

Compilation of Support Materials

Training and Recruitment: Staff enthusiasts (Dr Melanie Giles, Mrs Amanda Zacharopoulou and Dr Joan Condell) completed the training requirements for the Supplemental Instruction Supervisor at the University of Manchester (UK National Centre for PASS and National Benchmark) in January 2010 with the result that there are now six academic members of staff within the University of Ulster who are qualified to train students to fulfil the role of PASS Leader. The three staff enthusiasts attended the National Centre Meeting and workshop on designing leader training at the University of Manchester in June 2010, following which they were able to collaboratively design a comprehensive generic 2-day training programme for PASS Leaders and produce a training manual which can now be used as a basis for training students throughout the University of Ulster. To date, over 40 students from four disciplines have received this training, which included Economics in January 2011.

The allocation of University funding for a Placement Student during 2010/2011 provided much needed support to staff in the development of various promotional materials which can now be used to recruit students and to publicise the scheme more widely. Two modules have also been designed to accredit the training of PASS leaders which are delivered as a component of the Certificate of Personal and Professional Development (CPPD).

Evaluation: Funding has been received from a variety of sources (e.g. Centre for Higher Education Practice (CHEP), Higher Education Academy (HEA) Law Subject Centre, HEA Learning and Teaching Enhancement Fund for Northern Ireland) to support the evaluation of the scheme which has employed both quantitative and qualitative methods. Whilst this evaluation is on-going, preliminary analyses suggest the scheme is already having a positive effect on performance. For example, results show that regular participants achieved higher mean exam marks than those who attended PASS only occasionally (see Tables 1 to 3). This was particularly apparent in Maths (now in its second year of PASS) where there was a 24% difference in exam performance between occasional and regular participants (see Table 1).

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Mean Attendance</th>
<th>Mean Exam Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasional Participant (attended 1-5 sessions)</td>
<td>19</td>
<td>1.8</td>
<td>59.8</td>
</tr>
<tr>
<td>Regular Participant (attended 6-11 sessions)</td>
<td>6</td>
<td>10.5</td>
<td>83.8</td>
</tr>
<tr>
<td>All students</td>
<td>25</td>
<td>6.15</td>
<td>71.8</td>
</tr>
</tbody>
</table>

Table 1: Mean Exam Results in Maths Module for PASS Participants
Table 2: Mean Exam Results in Psychology Module PASS Participants

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Mean Attendance</th>
<th>Mean Exam Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occasional Participant (attended 1-5 sessions)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>3.49</td>
<td>62.05</td>
</tr>
<tr>
<td><strong>Regular Participant (attended 6-11 sessions)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>7.74</td>
<td>73.18</td>
</tr>
<tr>
<td><strong>All students</strong></td>
<td>6.10</td>
<td>68.92</td>
</tr>
</tbody>
</table>

Table 3: Mean Exam Results in Law Module for PASS Participants

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Mean Attendance</th>
<th>Mean Exam Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occasional Participant (attended 1-5 sessions)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>1.32</td>
<td>47.76</td>
</tr>
<tr>
<td><strong>Regular Participant (attended 6-11 sessions)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>8.90</td>
<td>54.03</td>
</tr>
<tr>
<td><strong>All students</strong></td>
<td>4.02</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Moreover, a comparison of assessment marks before and after the introduction of PASS shows significant improvements. For example, in Maths the mean exam mark increased from 49% in 2008/2009 to 64% in 2009/2010 (see Table 4). Similarly in Psychology, PSY131 has experienced a significant increase in mean marks especially for coursework, which rose from 58.42 in 2009/2010 to 83.55 in 2010/2011. Further, the fail rate for PSY109 decreased from 27.48% in 2009/2010 to 12.1% in 2010/2011, thereby confirming that the results displayed in Tables 1-3 cannot be solely attributed to the better students electing to attend more often.

Of particular interest has been the finding that lower achieving students seem to benefit most from the scheme. For example, in Maths, whilst there was no difference between regular and occasional participants in terms of the number of first class marks awarded, none of the regular attendees failed the module whereas 23% of the occasional attendees achieved a mark of less than 40%. A similar finding was apparent in Law.

Table 4: A Comparison of Module Marks Before and After the Introduction of PASS

<table>
<thead>
<tr>
<th></th>
<th>Before PASS (mean marks)</th>
<th>After PASS (mean marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY131</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
<td>58.42</td>
<td>83.55</td>
</tr>
<tr>
<td>Exam</td>
<td>49.54</td>
<td>58.44</td>
</tr>
<tr>
<td>Total</td>
<td>53.74</td>
<td>68.83</td>
</tr>
<tr>
<td>PSY109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
<td>54.58</td>
<td>64.51</td>
</tr>
<tr>
<td>Exam</td>
<td>49.77</td>
<td>48.79</td>
</tr>
</tbody>
</table>
Qualitative findings also suggest that PASS is serving to enhance academic performance by providing opportunities for students to clarify their learning. For example, one student commented:

‘Going to PASS means we get a chance to look over our notes and gain a better understanding of what has been taught in lectures. Hopefully that will pay off when we get our results’

The qualitative findings further suggest that PASS is aiding the transition process by allowing students to build supportive networks. For example, students remarked:

‘I wouldn’t have made some of my friends if it wasn’t for PASS’. It’s good because you have time when you can talk openly to each other about the course and our work because we wouldn’t do it any other time’

It sort of helps you make friends. You know at the start like people were really off and didn’t really talk to one another and then getting to know a small group at least and then talking out loud. There was one girl in our group who at the beginning was really shy and now she is bubbly and chattering away all the time and it is because it came out when we were in our PASS classes really. And then it helps with knowing what is going on and how you are doing and if you are stuck with anything’.

Informed by the feedback to date and further analysis of the data, the next stage will be to conduct a more detailed evaluation that focuses specifically on student engagement and the need to more fully explore students’ motivations to engage with the PASS process and in so doing, to identify the reasons why some students are reluctant to expend the ‘quality of effort’ that is required. There will also be an increased focus on the development of employability skills for PASS leaders.

**Dissemination:** These findings have been widely disseminated both internally and externally at national and international conferences. Thus in addition to the events organised by the CHEP (e.g. seminar programme, the Festival of Innovative Practice), subject specific conferences and events (e.g. School Away Days) and those organised by the PASS Working Group, numerous presentations have been given, including the annual conferences of the HEA, the Association for Learning Development in Higher Education (ALDinHE), the European and International First Year Experience (EFYE and IFYE), the National Transition Conference at University College London and the International Conference on Engineering Education (ICEE). With the support of CHEP, staff enthusiasts also hosted an HEA funded seminar in June 2011. Further presentations are planned (e.g. at the Researching, Advancing and Inspiring Student Engagement (RAISE) conference in September) and a request has been received to provide case study material from the editor of a forthcoming book. Staff enthusiasts have also developed close links with the University of Manchester. Marcia Ody from Manchester, an Honorary Fellow of the University, is continuing to work with staff to promote and further develop the scheme. As such,
members of the working group have now gained access to the wider PASS community and contribute regularly to the National Centre Meetings, workshops and the National PASS Annual Student Conference.

**Support Required**

The allocation of further funding from the University for a Placement Student during 2011/2012 will provide the staff enthusiasts with much needed support to further develop and promote the scheme within Ulster. Additional funding from the Centre of Higher Education Practice and the HEA will serve to facilitate the evaluation process.

However, the coordination of the current scheme has been opportunistic and the staff enthusiasts have benefited from close collaboration in terms of training and ongoing support of Leaders. In 2011/2012, they will be supporting five disciplines involving approximately 650 students on three campuses. This is a considerable undertaking given that the quality assurance of PASS as an academic peer support initiative is essential and it is imperative that all Leaders receive comprehensive training from qualified Supplemental Instruction Supervisors (the staff enthusiasts) and ongoing support, that observations of sessions take place and that the initiative continues to be evaluated and the findings disseminated. If there is a desire to embed PASS and further expand within the University, further resources will be required.

In the short term, it will be necessary to train more supervisors. These could either be located in Faculties and take responsibility for modules locally or could be located centrally and take responsibility for PASS leader training across the University. Further, each participating academic group will have to establish mechanisms for supporting and monitoring PASS Leaders to ensure its effective delivery; central support would facilitate this process considerably and could be used to develop a network to ensure that good practice is shared. As such, the focus of the PASS working group will be to explore potential resource models for expansion and sustainability.

**4. Visiting Professor** (Report provided by Professor Kate Greenan)

Professor David Boud, Visiting Professor in Teaching and Learning, visited the University in February and June 2011. During these week-long visits he was involved in a range of activities, as indicated in the following tables. In February 2011, Professor Boud led a Scoping Day for a key new project on Assessment and Feedback for Learning. This project has led to the development of Ulster’s new Principles of Assessment and Feedback for Learning, which were approved by the Teaching and Learning committee in June 2011 (see 9 below)

Professor Boud also led (jointly with Dr Jackie Reilly) a very successful workshop on Induction for new supervisors of doctoral research. This event was well attended and feedback on the event was particularly positive.
Schedule for week beginning 7\textsuperscript{th} February 2011:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7\textsuperscript{th} Feb</td>
<td>‘Scoping Day for Assessment Project’</td>
<td>The Lodge, Coleraine</td>
</tr>
<tr>
<td>8\textsuperscript{th} Feb</td>
<td>Workshop: ‘Induction for new supervisors of doctoral research’</td>
<td>Coleraine</td>
</tr>
<tr>
<td></td>
<td>Meeting with NTF candidates</td>
<td></td>
</tr>
<tr>
<td>9\textsuperscript{th} Feb</td>
<td>Workshop: ‘Ethical issues relating to pedagogical research’</td>
<td>Coleraine</td>
</tr>
<tr>
<td>10\textsuperscript{th} Feb</td>
<td>‘Getting started in pedagogical research &amp; demystifying publishing: what editors know and writers need’</td>
<td>Jordanstown</td>
</tr>
<tr>
<td></td>
<td>Workshop for L&amp;HS on Pedagogic Writing</td>
<td></td>
</tr>
<tr>
<td>11\textsuperscript{th} Feb</td>
<td>Centre Advisory Group meeting</td>
<td>Jordanstown</td>
</tr>
</tbody>
</table>

Schedule for week beginning 16\textsuperscript{th} June 2011:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>16\textsuperscript{th} Jun</td>
<td>Opening Keynote Address for Festival of Innovative Practice: ‘The Importance of the Scholarship of Teaching and Learning’</td>
<td>Jordanstown</td>
</tr>
<tr>
<td>17\textsuperscript{th} Jun</td>
<td>UBS: Faculty workshop on Assessment and Feedback for Learning</td>
<td>Belfast</td>
</tr>
<tr>
<td>20\textsuperscript{th} Jun</td>
<td>ADBE: Faculty workshop on Assessment and Feedback for Learning</td>
<td>Belfast</td>
</tr>
<tr>
<td>21\textsuperscript{st} Jun</td>
<td>Social Sciences: Faculty workshop on Assessment and Feedback for Learning</td>
<td>Jordanstown</td>
</tr>
<tr>
<td></td>
<td>Computing and Engineering: Faculty workshop on Assessment and Feedback for Learning</td>
<td>Jordanstown</td>
</tr>
<tr>
<td>22\textsuperscript{nd} Jun</td>
<td>Arts: Faculty workshop on Assessment and Feedback for Learning</td>
<td>Coleraine</td>
</tr>
<tr>
<td></td>
<td>L&amp;HS: Faculty workshop on Assessment and Feedback for Learning</td>
<td></td>
</tr>
</tbody>
</table>
5. Festival of Innovative Practice, June 16th 2011 (Report provided by Professor Kate Greenan)

The purpose of this event was to showcase and celebrate the wide range of innovative work undertaken by both funded CHEP projects and also through the key CHEP sub-committees during 2010-2011. This included the presentation of prizes to the Student Competition winners (see section 3.5). In addition, it is interesting to note that one of the winners also contributed to the parallel sessions with Eoin Costello (PG Student Competition Winner) leading a session entitled ‘Putting Graduate Education at the Heart of an Ecosystem’.

The day involved a keynote presentation by Visiting Professor David Boud on ‘the Importance of the Scholarship of Teaching and Learning’ and the opportunity to hear snapshots of the projects and visit their posters and stands in an interactive exhibition hall. Topics embraced:

- technology-enhanced learning
- creative approaches to teaching and learning
- curricula developments
- pedagogic research
- assessment and feedback

After lunch, Dr David Adams, Director, UK Centre for Bioscience, HEA facilitated an interactive workshop on Creativity and Innovation (see 3.1 above).

The day was attended by 72 staff with a number coming from partner institutions. As detailed in the examples below, when attendees were questioned about what they found most useful about the event, the vast majority of the responses were positive:

‘Finding out about innovations and developments in teaching and learning at UU that I would otherwise not have been aware of. Many of these have direct relevance and utility in my own teaching’

‘Parallel sessions with related presentations - close enough to be relevant, different enough to be challenging’

‘Networking opportunities’

‘Keynote speakers were interesting and relevant in different ways’

Words/phrases most frequently selected to describe the Festival included: ‘thought-provoking’; ‘networking opportunity; ‘informative’ and ‘enjoyable’

6. Engagement with Faculty Teaching and Learning Co-ordinators (Report provided by Professor Kate Greenan)

All Faculty Teaching and Learning Co-ordinators are members of the Centre Advisory Group and are kept informed of developments within the Centre and share this information with their Faculty Teaching and Learning Committees. Additionally,
this year, regular meetings were held with the Co-ordinators to seek to ensure that Centre events addressed Faculty concerns. It was noted that these meetings provided a valuable opportunity for Co-ordinators to share ideas and experiences. The meetings were also viewed as a useful support for new Co-ordinators seeking to carry out their roles as effectively as possible. These meetings will continue in 2011/12.

7. Internal process for the National Teaching Fellowship Scheme/Support for potential National Teaching Fellows (Report provided by Professor Kate Greenan)

The 2011 process was publicised through an all-staff email circulated on 16th March 2010. Detailed information about the internal process was provided on the Centre website, outlining the various stages for those seeking institutional nomination for the NTFS. Those staff who submitted outline applications at an early stage had the opportunity to meet and discuss their applications with Professor David Boud, Visiting Professor in Teaching and Learning. A mentor was appointed to provide ongoing support and guidance.

The 2012 process began during the academic year 2010/11: workshops for aspiring NTFs were held for Coleraine/Magee and Belfast/Jordanstown on the 2nd and 3rd June 2011, respectively and were facilitated by Professor Tony Cook – an Ulster NTF. These briefings were well attended and participants acknowledged that these were very useful for long-term planning and the identification of strategic actions necessary to address fully the national criteria. The details of the internal process for 2012 are available on the Centre website.

8. Evaluation/Revalidation workshops (Report provided by Professor Kate Greenan)

Two workshops were held in January 2011 (10th and 13th) for groups planning for evaluation/revalidation in 2011/12. The focus was on enhancement to complement the annual autumn seminar organised by the Academic Office. The outline programme for the workshops is given below:

<table>
<thead>
<tr>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (Professor Kate Greenan, Director, CHEP)</td>
</tr>
<tr>
<td>Purpose of evaluation/revalidation and the opportunities that the process offers (Mrs Catherine Avery, Administrative Officer, Academic Office)</td>
</tr>
<tr>
<td>Policies for Transition and First-Year Undergraduate Teaching – use of checklists (Dr Clare Carter, Student Transition Advisor)</td>
</tr>
<tr>
<td>Perspectives from the Viewpoints project (Dr Alan Masson, Project Director, Viewpoints)</td>
</tr>
<tr>
<td>A Subject Unit Co-ordinator’s perspective (Danielle McWall, Lecturer, Department of Accounting, and Dr Helen Shiels,</td>
</tr>
</tbody>
</table>
Department of international Business

Centre developments
(Mrs Roisin Curran, Chair, CHEP Creativity sub-committee, and Ms Vicky Davies, Chair, CHEP Research and Practice sub-committee)

Engaging with EDORT online
(Dr Sharon Milner, Employability Development Officer)

PDP implementation tools
(Dr Victor McNair, Chair, PDP Forum)

Similar workshops are planned for January 2012, with events taking place on 9th and 12th for Jordanstown/Belfast and Coleraine/Magee respectively.

9. Principles for Assessment and Feedback for Learning (Report provided by Ms Rosalind Rogers)

The CHEP proposed that a more holistic approach be adopted to support the improvement of University practice in assessment and feedback. During the year a Working Group, chaired by Ms Rosalind Rogers, with representation from the Faculties, relevant central departments and the student body was established. The Working Group met first on 7th February 2011 and proposed the Principles of Assessment and Feedback for Learning. The principles are based on the widely accepted Re-engineering Assessment Principles Assessment Project (REAP) of good formative assessment and feedback. The REAP Principles have been adapted and customised to address many of the key issues identified by the Working Group. The adaptations have also been informed by the views of Professor David Boud (Visiting Professor), and other leading researchers and practitioners.

The Teaching and Learning Committee (30th March 2011) endorsed the draft principles but had asked the Working Group to consult further with Faculty Teaching and Learning Co-ordinators with a view to reducing the number of principles and streamlining the final implementation plan. Professor Greenan presented the final Principles of Assessment and Feedback for Learning, which had been reduced from twelve to seven, and the implementation plan at a meeting of the Teaching and Learning Committee (15th June 2011). The Working Group intends to incorporate the Principles into the Assessment Handbook in Spring 2012.

The Teaching and Learning Committee (15th June 2011) agreed that the Principles and the implementation plan be endorsed.

10. CHEP Membership Criteria (Report provided by Professor Gillian Robinson)

During the year a Working Group chaired by Professor Gillian Robinson considered how to develop a membership scheme for the Centre. The Working Group submitted a paper to ADEC (10th May 2011) which proposed that two levels of membership, Associate and Fellow, would be introduced initially and that a third
level, Senior Fellow, would be developed and introduced at a later stage. An extensive list of criteria was proposed from which members would be required to evidence achievement in three areas for Associate status or five areas for Fellow status.

The Working Group proposed that existing systems would be used to record engagement and automatically update membership and there would be a public event to launch and promote the scheme. It was further suggested that the scheme should be linked into membership of the HEA and that Faculty Teaching and Learning Co-ordinators could be identified advocates.

ADEC endorsed implementation of the Membership Scheme in the 2011/12 academic year.

11. Centre Survey and Evaluation (Report provided by Dr Amanda Platt)

All attendees at Centre events are requested to complete a feedback form. The responses are collated for individual events to give an overall view of how effective particular events have been and how similar events might be improved in the future. Overall the feedback from 2010/2011 events have been positive. Importantly the feedback process also revealed valuable points of constructive criticism. Exemplars of both are listed below:

‘I enjoyed the two interactive sessions - they were both enjoyable and thought provoking, particularly about the logistics of implementing PASS’ (HEA Seminar Series)

‘Provided me with some useful ideas’ (Rowena Murray, Getting started in pedagogic writing)

‘Finding out about innovations and developments in teaching and learning at UU that I would otherwise have been unaware of. Many of these have direct relevance and utility to my own teaching’ (Festival of Innovative Practice)

‘Very beneficial session – food for thought’ (Rowena Murray, Getting started in pedagogic writing)

‘More from David (Boud) would have been more useful than breakout groups! A wasted opportunity when David was present’ (ADBE Faculty Event)

‘Maybe the distribution of handouts prior to the workshop may help to promote more detailed contributions from staff’ (UBS Faculty Events)

‘Many of the issues raised today had already been addressed via the revalidation in March 2011, so there was an element of repetition’ (ADBE Faculty Event)
All members of staff were invited to complete a questionnaire survey (using Survey Monkey) concerned with the evaluation of CHEP. A total of 181 people started the survey and 120 completed it (66.3%). While the vast majority of those who completed the questionnaire were aware of CHEP and had a clear understanding of its role/work, a minority (13%, 24 people) were unaware of the Centre. The majority of respondents found Centre events ‘worthwhile’ or ‘extremely worthwhile’. Further, around 70% of respondents found engagement with the Centre useful and have applied ideas to their own practice; the most common ‘themes’ stated by respondents as having been applied in practice were assessment and feedback. Overall the responses derived from the survey were positive. Importantly, the survey has also brought to attention a number of constructive comments about the work of the Centre that will be addressed in the 2011/12 academic year. Indeed, a number of these comments have already been acted upon. For example, the Semester 1 programme will be held on all campuses and many events will be available via video link, and an improved administration process for event registration has been put in place.

A full report on the findings of the Centre Survey is available as a separate paper.

Conclusion

This has been a busy year for CHEP and thanks go to all those who have contributed to events and activities during the year. As we progress the activities of CHEP, we look forward to the future involvement of the new Associates and Fellows and the development of a community of practice which will include both academic and support staff.

Kate Greenan
August 2011
## Appendix 1: ATTENDANCE AT CENTRE EVENTS - STATISTICS 2010/11

### ATTENDANCE AT CENTRE EVENTS STATISTICS 2010/11

<table>
<thead>
<tr>
<th>Event</th>
<th>Attendance Numbers</th>
<th>Attendance number/percentage breakdown by Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Arts</td>
</tr>
<tr>
<td>Assessment &amp; Feedback for Learning Project</td>
<td>41</td>
<td>5-12.2%</td>
</tr>
<tr>
<td>Briefing sessions for Internal Awards/Development Fund and NTF process</td>
<td>61</td>
<td>2-3.3%</td>
</tr>
<tr>
<td>CHEP Scoping Day on Assessment and Feedback for Learning</td>
<td>25</td>
<td>0-0%</td>
</tr>
<tr>
<td>Discussion Fora</td>
<td>68</td>
<td>6-8.8%</td>
</tr>
<tr>
<td>Evaluation/Revalidation Workshops</td>
<td>47</td>
<td>1-2.1%</td>
</tr>
<tr>
<td>Festival of Innovative Practice</td>
<td>72</td>
<td>4-5.6%</td>
</tr>
<tr>
<td>Seminars (includes HEA seminar)</td>
<td>213</td>
<td>5-2.3%</td>
</tr>
<tr>
<td>Symposium and Launch Event September 2010</td>
<td>58</td>
<td>1-1.7%</td>
</tr>
<tr>
<td>Visiting Professor attended events</td>
<td>347</td>
<td>34-9.8%</td>
</tr>
<tr>
<td>Total no. attended/average %</td>
<td>932</td>
<td>5.1%</td>
</tr>
</tbody>
</table>
Appendix 2: MEMBERSHIP OF THE CENTRE ADVISORY GROUP AND CHEP SUB-COMMITTEES

Chair of the Centre Advisory Group

Professor Deborah Peel, School of the Built Environment

Faculty Teaching and Learning Co-ordinators

Dr Denise Gray, Art, Design and the Built Environment
Dr Lisa Fitzpatrick, Arts
Dr Alan Webb, Computing and Engineering
Dr Aine McKillop, Life and Health Sciences
Professor Paul Carmichael (acting Semester 1), Social Sciences
Ms Ursula Quinn, Ulster Business School

Chairs of Centre Sub-Committees

Mrs Roisin Curran (Creativity in the curriculum)
Ms Vicky Davies (Research and Practice in HE)
Dr Sarah Maguire (CHEP Development Fund)
Dr Barbara Skinner (Editorial)
Mrs Amanda Zacharopoulou (PASS initiative)
Dr Clare Carter (Programme Planning Group)

Head of Access and Distributed Learning

Ms Sylvia Alexander

Head of the Career Development Centre

Mr Damian McGivern

Head of Staff Development

Ms Carol Cochrane

Nominee from Information Services

Miss Colette McKenna

Head of Student Support

Ms Sue Steging

Student Representation Co-ordinator

Miss Avril Honan
Students' Union Officer

Mr Stuart Cannell, Vice President Academic & Student Affairs (Belfast)

External Representative

Professor David Boud, visiting professor

Director, Centre for Higher Education Practice

Professor Kate Greenan

Co-opted members

Professor Paul Carmichael
Dr Lisa Bradley

Research Assistant

Dr Amanda Platt

In attendance

Mr Roger Theis