

# Quality enhancement at LSE and in UK Higher Education

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## Changing UK higher education sector

- Relationship between research and education, dual pillars of HE – long been key concern of UK HE
- Drivers in external sector
  - Huge increase in nos of students in HE
  - Fees of £1 in 1998 and £9k post-2012 + spectre of debt
  - Marketization of sector – competition for students
  - New forms of regulation – establishment of OfS -- rise of discourses around student outcomes + value for money
  - Data informing education but also growing trend towards evaluation based on metrics -- TEF and NSS
  - Uncertainties of Brexit
- Also internal more values-based drivers of change

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## Changing UK HE sector: Quality enhancement rising up the political agenda

- Growing recognition in policy community that we need to:
  - train/develop our academic teachers and reward them fairly
  - develop curricula so they are fit for large diverse student body
- Dearing Report, Higher Education in the Learning Society (1997)
- The Future of Higher Education White Paper (2003)
- Introduction of NSS (2005) and TEF (2017)



## The rise in importance of quality enhancement

- ‘We recommend that institutions of higher education begin immediately to develop or seek access to programmes for teacher training of their staff, if they do not have them, and that all institutions seek national accreditation of such programmes from the Institute for Learning and Teaching in Higher Education.’
- Higher Education in a Learning Society, Dearing Report, 1997



- ‘In the past, rewards in higher education – particularly promotion – have been linked much more closely to research than to teaching. This is a situation that cannot continue. Institutions must properly reward their best teaching staff; and all those who teaching must take their task seriously.’
- The Future of Higher Education, Government White Paper, 2003



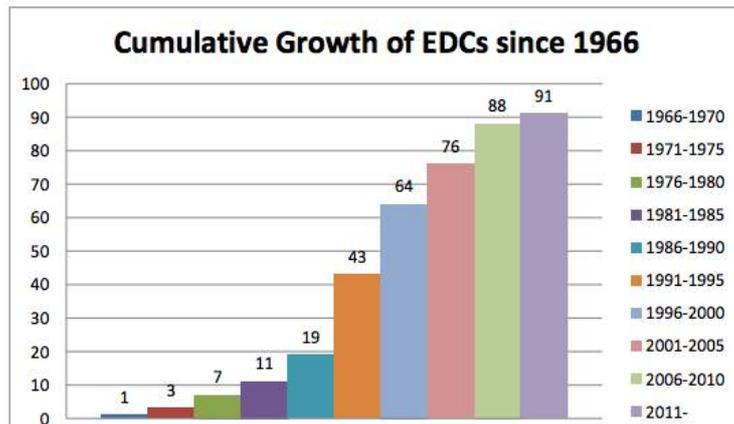
## Quality enhancement

- Rise in the number of educational development centres
- Supporting the development of academic practice & education strategy of the university
- ‘Academic development is intertwined with the micro politics of the institution as well as the wider politics of higher education.’
- Stephen Rowland, *The Enquiring University*, OUP (2006, p. 72)



## Educational Development in the United Kingdom (Jones and Wisker, 2012)

(Current data is aggregated with David Gosling's previous 2006 research data).



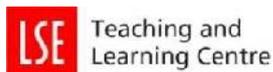
## What is academic practice?

'Academic practice includes research as well as teaching and the learning that results from both. It includes the other activities that are essential to being part of an academic community.'  
(Stephen Rowland, *The Enquiring University*, 2006, p. 74)



## Ethos of academic development

- Continuous professional development
- Evidence based practice (theoretical and practical)
- Connections between research & education
- Enhancement-led
- Gentle influencing
- Reflexive practice and exchange
- Debate/contestation
- Building scholarly inclusive communities of practice



Bill Williams on Unsplash

## Rewarding educators in higher education

- How are educators and education leaders currently employed, rewarded and regarded in research-intensive institutions?
- How and why are these practices changing, and how might they change further to meet the needs of such institutions in the modern era?



## LSE 2030

### Education for Global Impact

- Education for 2030 and beyond – focus on enquiry based and research rich education
- Students as agents of change
- An inclusive, accessible and supported student experience
- Education and skills for life

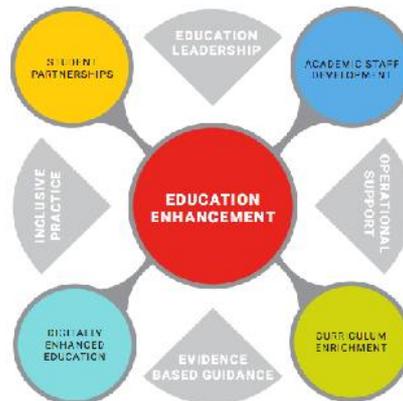


## LSE Teaching and Learning Centre (TLC)

- What we do?
- Challenges to our work



## LSE Teaching and Learning Centre/ Learning Technology and Innovation



## Learning Technology and Innovation

Enabling education enhancement and fostering innovation in teaching and learning through the use of technology

- Learning technology systems (Moodle, lecture recording, Turnitin)
- Learning and teaching spaces
- Funding and project work to support enhancement and innovation
  - Online and blended work
  - Students as producers
  - Showcase portfolios
- Departmental advising, resources & developmental workshops





## TLC: Educational development & enhancement

Enabling the development and delivery of excellent teaching and learning in the social sciences

- Contribution to strategy and policy
- Inductions
- Qualifications, fellowship, optional events
- Departmental advising
- Funding, exchange & dissemination
- Student Partnership
- Learning Technology & Innovation
- Education Awards

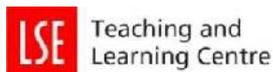


Photo by [Dawid Zawila](#) on [Unsplash](#)



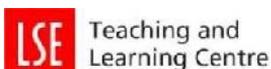
## Educational development & enhancement

- Contribution to strategy and policy development and implementation
  - Participation in School Committees and working groups
  - Assessment diversification, review of reviews
- Current School strategic initiatives
  - Programme review processes
  - Academic mentoring
  - Attainment gaps – Inclusive Education Action Plan



## Inductions

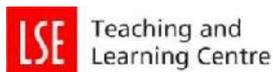
- Heads of Department
- New Academic Induction
- Graduate Teaching Assistants



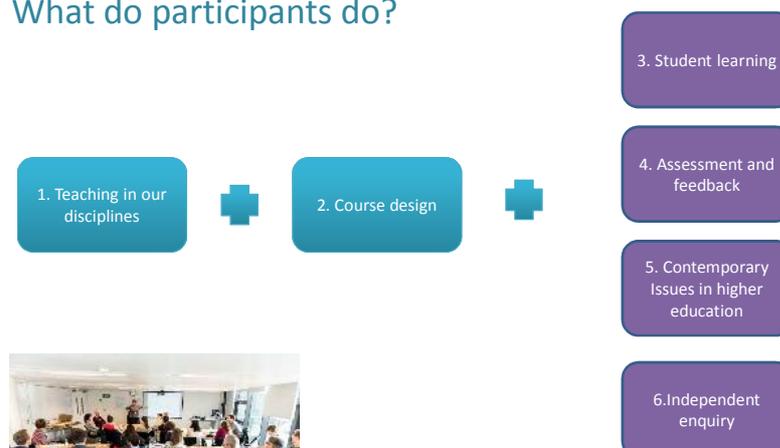
## Qualifications, fellowship, optional events

### Development of academic staff:

- Postgraduate Certificate in Higher Education (requirement for interim review)
- HEA Fellowships (Advance HE)
- ATLAS academic development programme
  - Workshops
  - Practice Exchange Forums



## Postgraduate Certificate in Higher Education: What do participants do?



## Compiling a portfolio

- Opening reflection
- 3 module assignments
- 2 observation reports
- Feedback reports
- Closing reflection
- UK Professional Standards Framework Mapping exercise



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Accredited by Advance HE leading to HEA Fellowships

## Departmental advising

For HoDs, teams and individuals drawing on an evidence base (from across sector and the School)

- Preparation for TEF subject level – departmental strategy and initiatives
- Addressing attainment gaps
- Programme and course development and review
- Changes to assessment
- Running Bespoke departmental sessions
- Development of individual faculty
- Preparation of teaching statements for promotion

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## Exchange and dissemination

- Networks – Termly Education Forum, Programme Directors, Deputy Heads of Education, education focused staff
- Resources – guidance, handbooks, case studies
- Online portals -- LSE Assessment Toolkit, Academic Mentoring Portal
- Education Symposium
- LSE Higher Education blog

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## Enhancement funding

- Funding focused on strategic priorities
  - Welcome, inclusion and community
  - Enquiry based and research rich education
  - Assessment and feedback
  - Student partnership

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## Student partnership

- Undergraduate programme review
- Development of Academic Mentoring Portal
- LSE Change Makers
- LSE Groups
- SSLCs/committee reps/consultative fora



## Challenges to our work

- Navigating the relationship between research and education in an academic career
- Institutional culture
- Incentive structures – reward and recognition
- Time and resources
- Student engagement

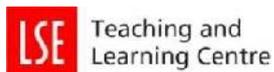
## Further information and feedback

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## Curriculum design and the research-teaching nexus (Healey, 2005)

	STUDENTS AS PARTICIPANTS		
RESEARCH CONTENT	Research-tutored -- Students learning in small groups with a teacher about research findings	Research-based -- Students as researchers undertaking inquiry-based learning	RESEARCH PROCESS
	Research-led -- Students learn about research findings – focus on subject content	Research-oriented -- Students learn about research processes	
	STUDENTS AS AUDIENCE		

## Starting the conversation online

**Battle for Haiti: your views**  
 By [Shakuntla Dasgupta](#) | Tuesday, 12 January 2016, 3:42 PM

If you are registered for M4017, have an offer or hope to join the course, please use this forum to upload your first impressions after watching the Battle for Haiti documentary (you can also find part of the film on YouTube, but it is a slightly different edit of the film made for a British audience on Channel 4: Part 1).



Why do you are in the subject line so that you know which programme you are from. We will refine these comments next week following the ideology and semantics seminar. I think particularly about the choices made in relation to what and whom to include/exclude, camera and music, and the narrative about the politics and history of Haiti.

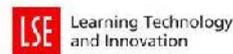
Loli | Reply

Pre-course discussion

Developing learning community

Visual media and analysis

Used well, can improve participation and performance of in-class activities



## Encouraging good study skills

**Hannah Lee Candee, Week 8 Blog**

11 November 2017

**Measuring Systemic Violence**

Civil War, Reintegration, and Gender in Northern Uganda (2011) attempts to provide more research behind prevailing theories regarding the impact of civil war on women's lives. The author aims to provide a more nuanced picture of the impact of civil war on women's lives. The author uses a qualitative method to approach to gain a better understanding of experiences. I found it quite interesting that rape was relatively uncommon outside of armed conflict zones.

The system of separating women based on their age and whether they were married or not (some based on if they were married) has been common in the region for a long time. The author also notes that the practice of 'wife inheritance' is common in the region. The author also notes that the practice of 'wife inheritance' is common in the region. The author also notes that the practice of 'wife inheritance' is common in the region.

Think this article, and other readings, are essential to understanding how these findings can relate and possibly be applied to other settings in the outside world. The author also notes that the practice of 'wife inheritance' is common in the region.

Healy, K. (2015). *With Women, Guns, and Guns: How Civil War Affects Women's Lives*. Chicago: University of Chicago Press.

Appah, J., Catman, C., Itazurra, D., and Carlson, K. (2011). *Civil War, Reintegration, and Gender in Northern Uganda*. *Journal of Conflict Resolution*, 55(2), 197-218.

Thank for asking your question in the conference. I would like to look into different case studies of successful reintegration. What does that look like? Who does it? How do we measure it? How do we know it's working? How do we know it's not working? How do we know it's not working?

Thank you - Wed 22 Nov 2017 11:40 AM

It was good to see you in the conference and to see you in the conference. It was good to see you in the conference and to see you in the conference.

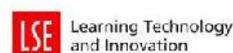
Formative assessment

Blogging

Quality of engagement with readings

Benefits of peer feedback

Critical, reflective practice is essential to learning



## Providing self-assessment opportunities

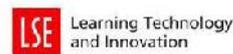
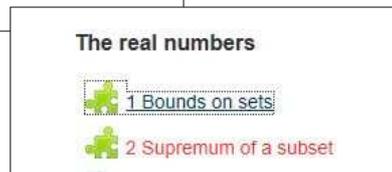
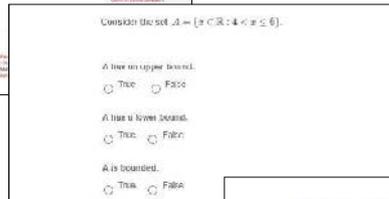


Variety of question types

Instant feedback

Diagnostic

Summative or formative assessment



## Stretching analytical competencies

Students as Producers @ LSE



Background

Can all the greatest challenges for a modern civilisation in managing change that in the main have already happened in other societies, be met in that change at a pace that keeps up with the capacity for innovation of our students and overcoming the resistance to change that the pressures of time, funding and limited skills create. Students as Producers (SAP) (2016/17) is aligned to our learning experiences curriculum which emphasises how we will transform the student experience from primarily didactic to one that prepares the learner for the challenges of work and practice and engages them in their own learning through making.

Develop media literacy

Encourage collaboration

Photo-essays, analysis of visual sources, documentary shorts

Learning through creation

