

Stop Talking, Let's Start Doing: Operationalising the UoS Progression Strategy

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Policy and Practice

**Institute of Learning and Teaching
in Higher Education**



Overview

- 1. The UoN and UoS Strategic Contexts**
- 2. Curriculum Design: Exploring Active Blended Learning (ABL)**
- 3. Delivery: Supporting effective learning experiences through meaningful teaching practice**
- 4. Next Steps**



Part 1:

The UoN and UoS Strategic Contexts



Our Mission

Transforming Lives + Inspiring Change

Our Purpose

To inspire people to be all that they can be.

Our Belief

We believe change is the most powerful force for good in the world.

How

Super-Supportive
On your side & inclusive.
Encouraging & caring.

Future-Focused
Forward thinking & visionary.
Innovative & ambitious.

Positive Impact
Can-do attitude & social impact.
Purposeful research.

Our Personality

Welcoming

Bold

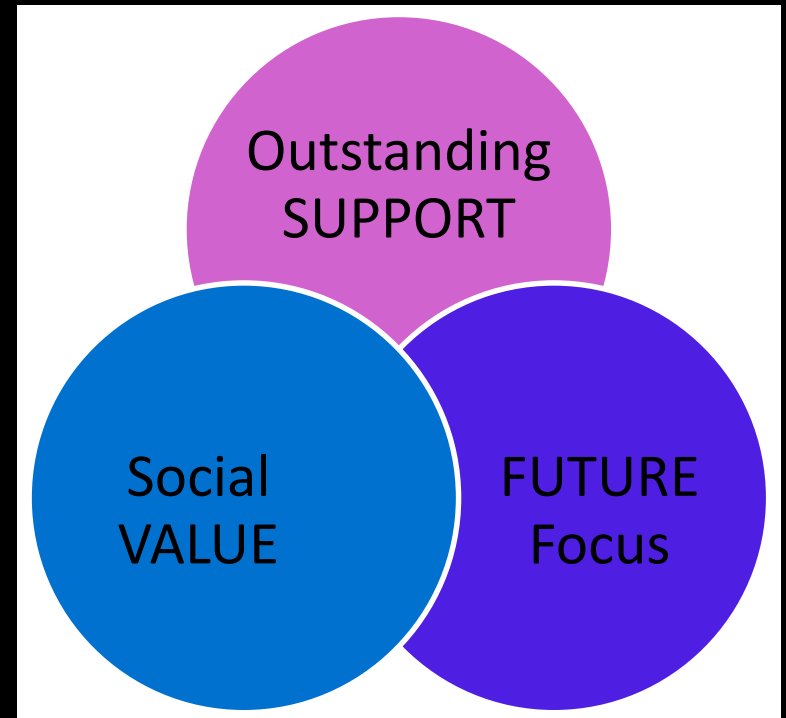
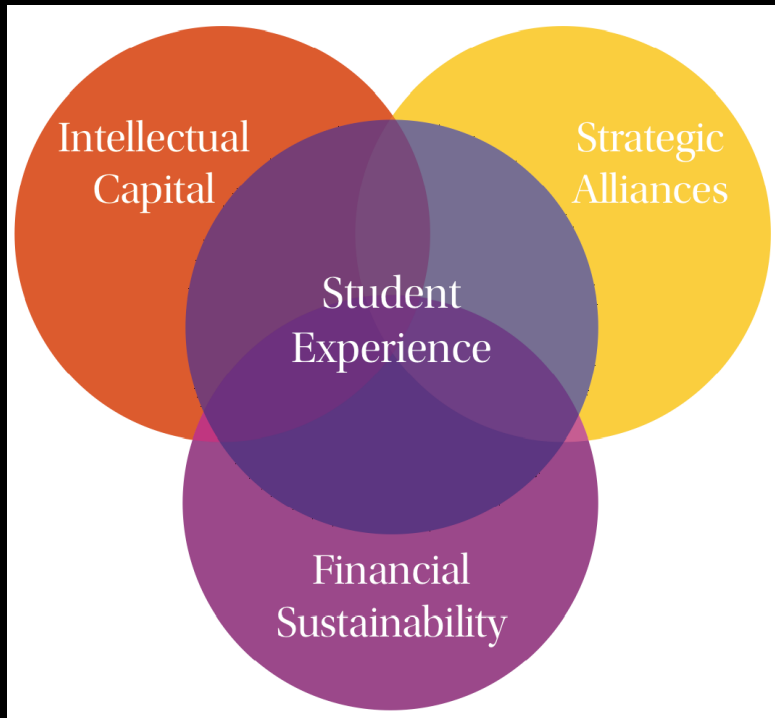
Positive

What

A university designed for the 21st century

Enabling transformation learning
through inspirational teaching

Mid-Strategy Refresh



Enhancing Student Success

T I M E

2014-15

Partners for Progression project

- Laying foundations

2015-16

FYE project launched

- 6 work packages
- reduced budget
- no project manager
- 2 new academic practice tutors
- FYE Conference
- In-house analytics?

2016-17

FYE becomes ESS

- 6 WPs become 8!
- Covers whole UG experience
- Activity aligned more closely to OFFA funding
- Funding for analytics released

2017-18

**ESS rationalised
4 key areas of activity:**

- Academic
 - Health and wellbeing
 - Social
 - Work
- Analytics package to be piloted**

First Year Experience Work Packages



**Learner
Analytics for
Progression**



**Enhanced
Student
Advising**



**Learning &
Teaching for
Year 1**



**Social
Belonging**



**FYE and
Partners**



**Transition
into HE**

Project based on
implementation of
an analytics
solution

A Question of Numbers

First Year Experience Work Packages



**Learner
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**FYE and
Partners**



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into HE**

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solution**

A Lack of Numbers

Barriers to effective engagement

Not possible to target interventions - no an

Lack of ownership where it mattered

No dedicated leader

Operating in silos

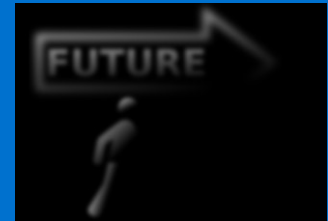


Lessons learned - in general!

Devolve responsibility via cross-University mini-projects to increase buy-in, ensure consistency and deliver entitlement



Consider an end of year conference for a broad audience and use it to shape the future



**Successfully supporting students isn't just an academic task / responsibility
- consider the whole student experience**



**From research to practice to impact
evaluation to policy / roll-out**

Introduction of Learner Analytics

Basic academic profile

Ongoing engagement

- VLE
- Attendance
- Library use / book borrowing
- Assessment submission

To support more effective PAT conversations and interventions



Analytics: Lessons Learned

Implementation time is crucial

Obtain buy-in from the academic staff who will be using the system

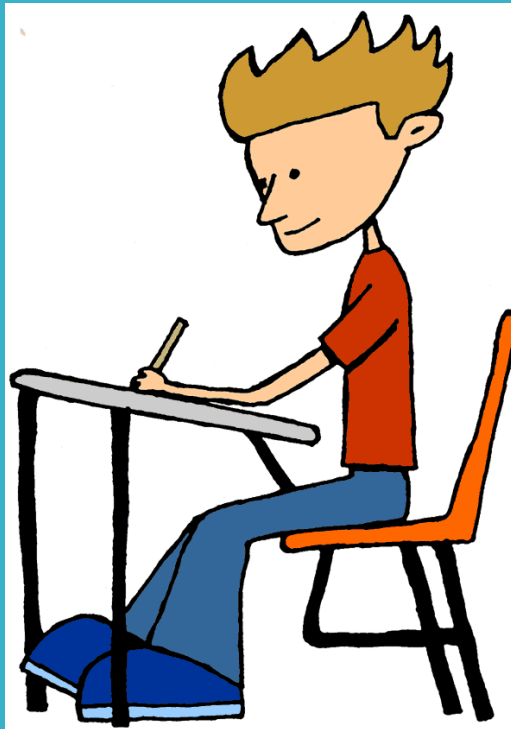
Identify key deliverables at the outset - define in your project strategy

Be clear on KPIs



Work

Academic



Health
and
Wellbeing

Social

ESS Objectives 2017-2018

Academic

1. Pilot learning analytics
2. Develop the new Learner Support system
3. Redesign academic year structure
4. Deliver good learning and teaching

Health and Well-being

5. Implement a collaborative service delivery model
6. Improve access to services
7. Make UoN a healthy place to study

Social

8. Academic peer support
9. Enhanced personalisation across academic and professional services
10. Academic opps for social belonging

Work

11. Improve graduate employability outcomes for all protected characteristics

Task 1

What are the key features of the UoS Strategic and Progression Plans that you want to operationalise? How does the academic strategy fit in here?

What is the 'line of sight' between these documents?

Task 1

What are the key features of the UoS

Strands / Themes / Objectives
What is the role of 'data' here?

academic strategy fit in here?

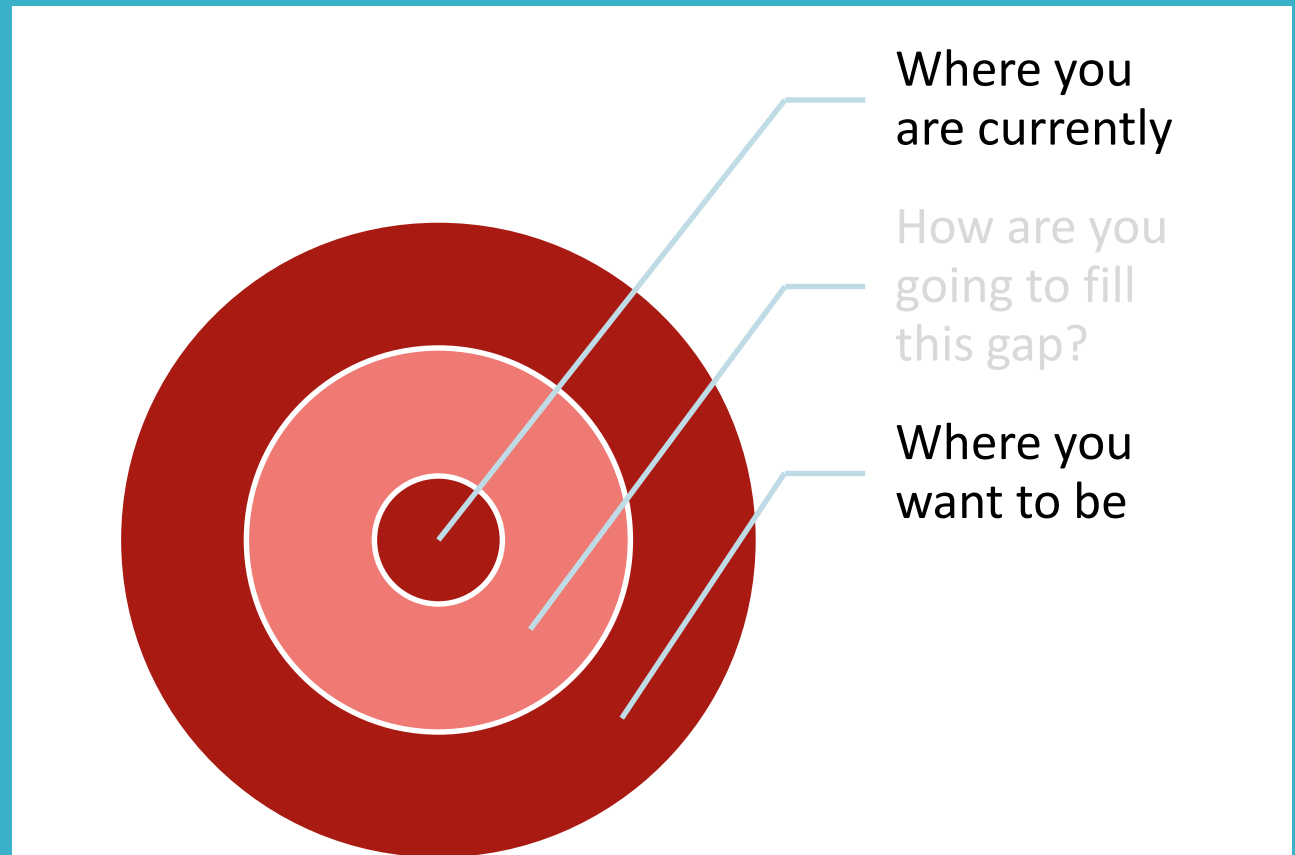
What is the 'line of

Accountability

these documents?

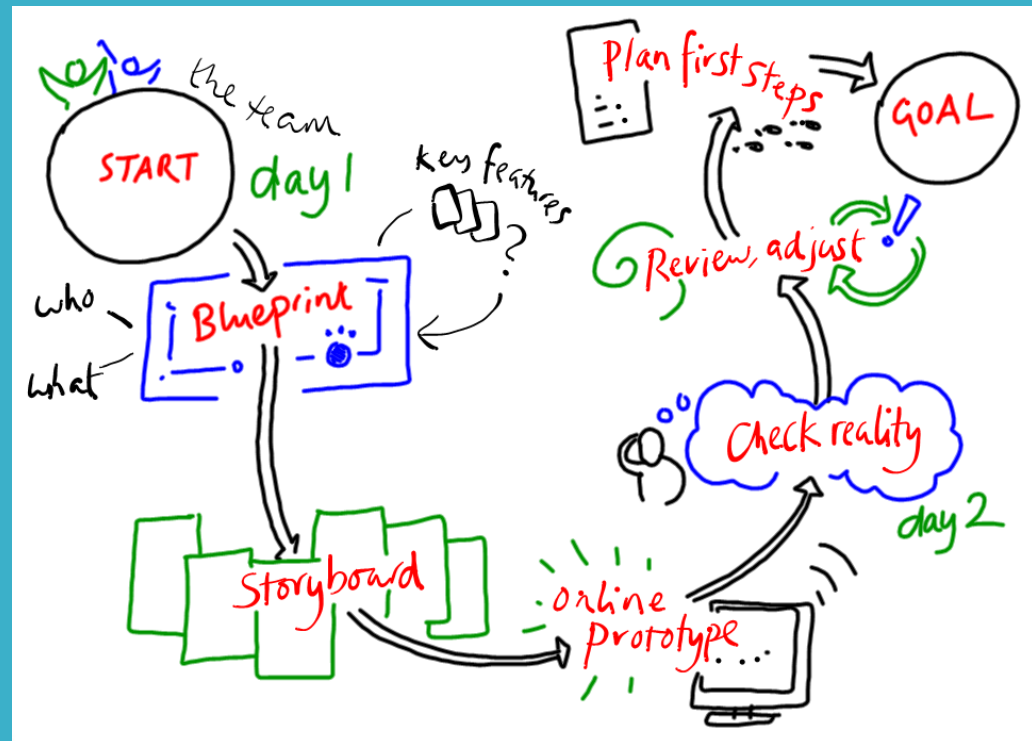
Task 2: Thinking BIG

What does 'success' look like?
Why does this matter?



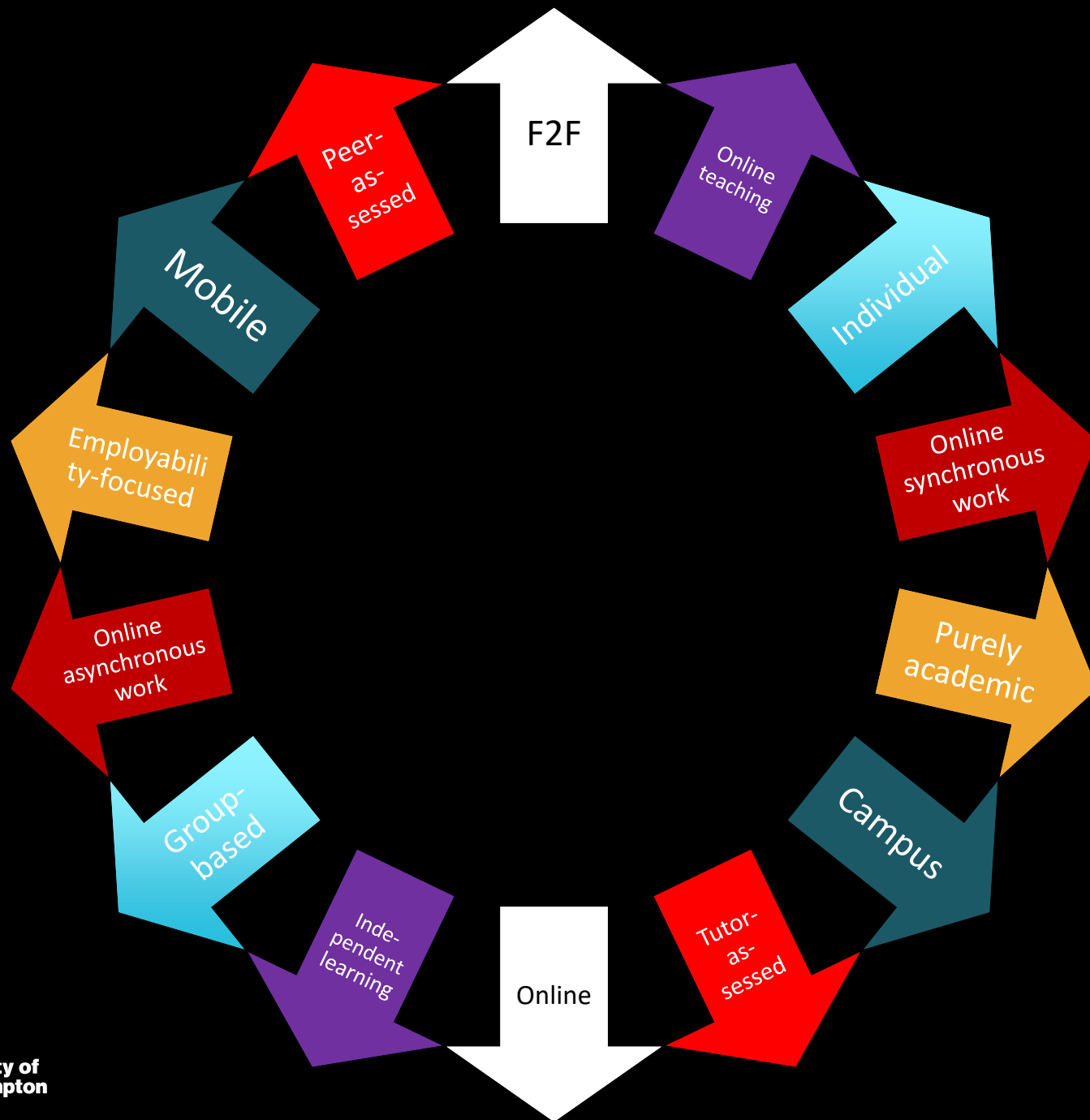
Part 2:

Curriculum Design

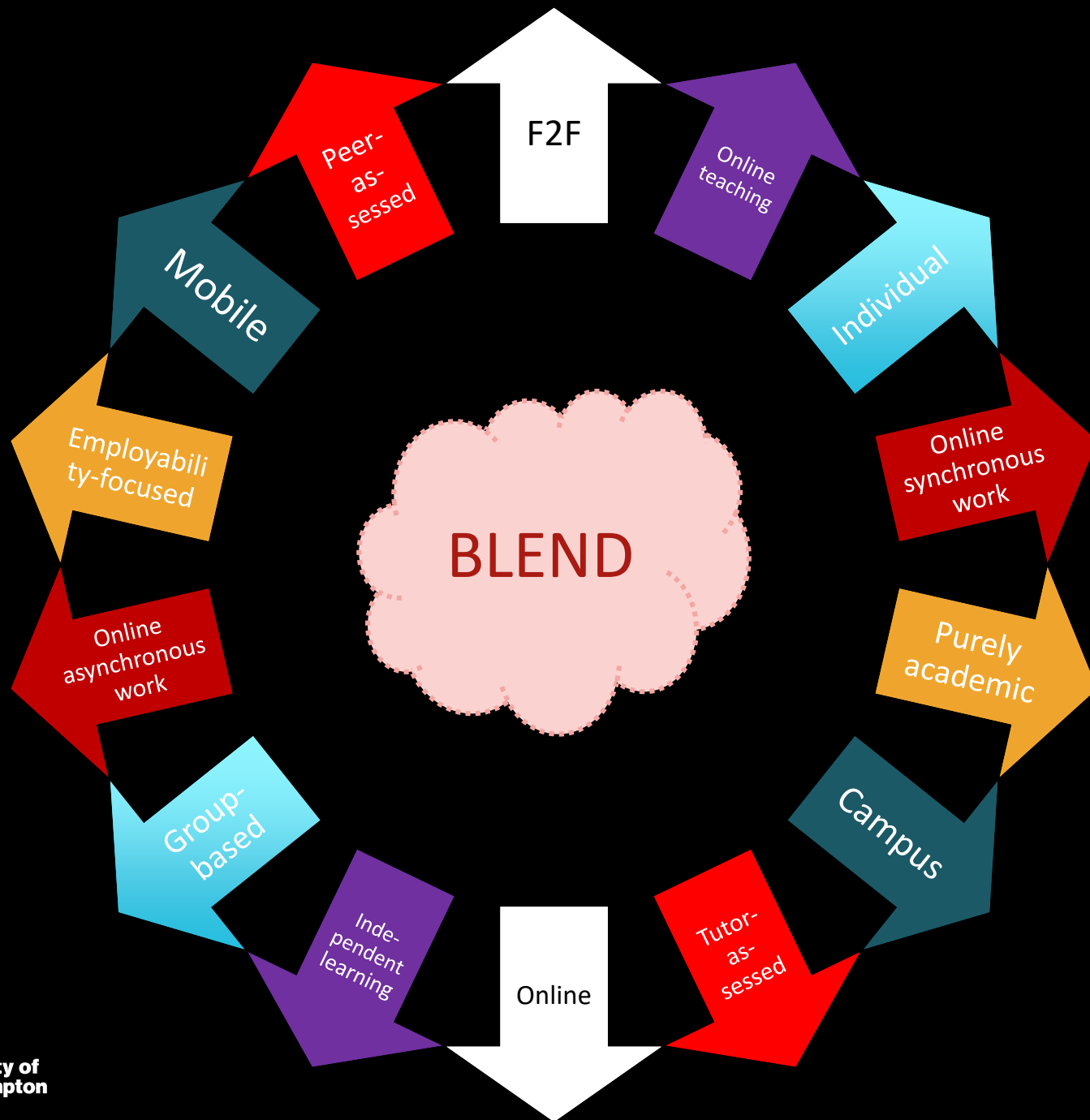


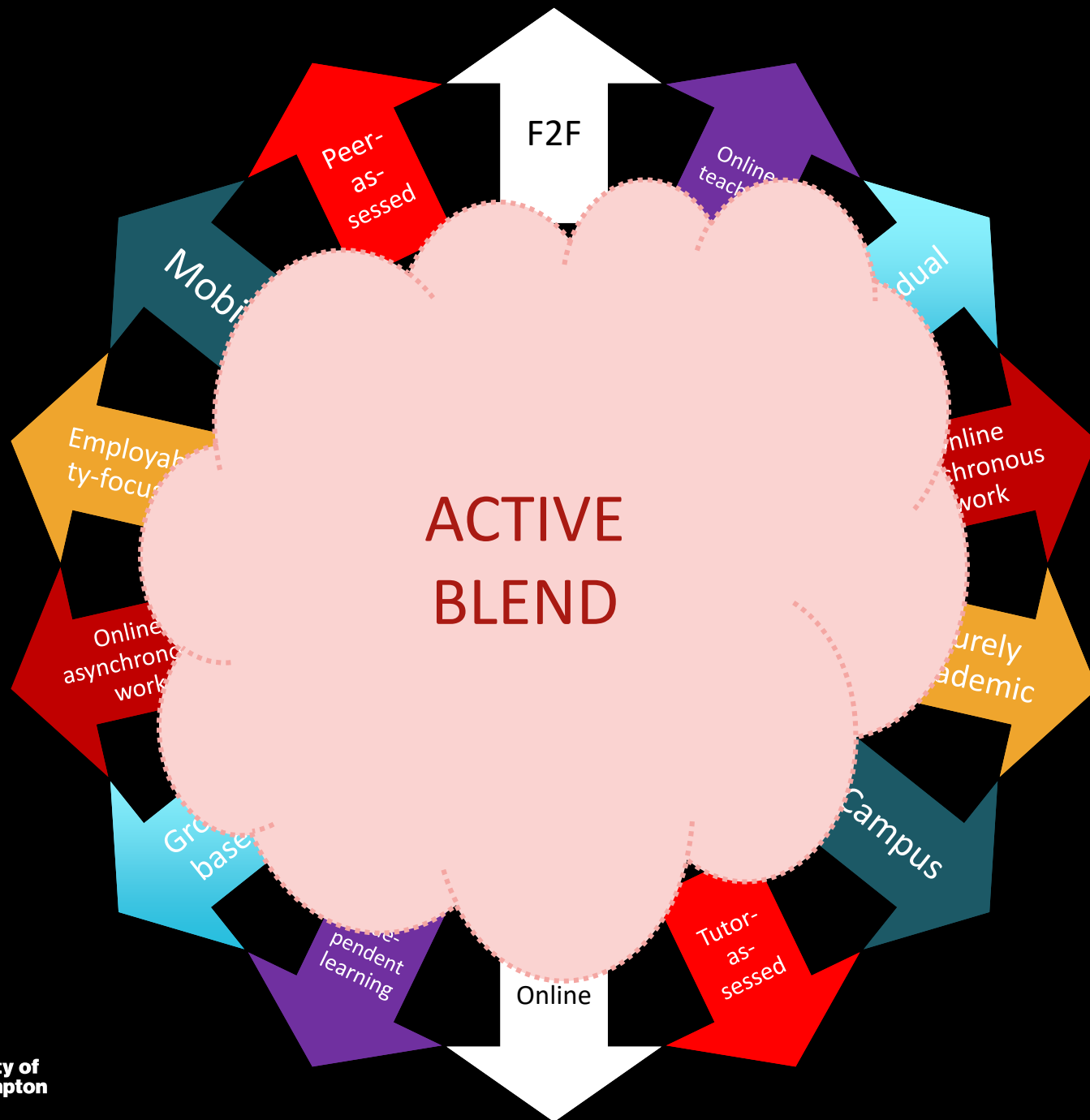
Task 3a:

**What are the
dimensions of a sound
pedagogic blend in
blended learning?**



Face to face	Online
Online teaching	Independent learning
Individual	Group-based
Synchronous	Asynchronous
“Purely academic”	Employability-focused
Campus	Mobile
Tutor-assessed	Peer-assessed
...	
...	





Task 3b:

integrated

dynamic

**What dimensions of
blended learning are
important in the UoS
context?**

bold

collaborative

mainstreamed

1 These challenges

- More market driven and customer centric
- Fees won't increase leading to real term £ reductions
- Demand will become increasingly unpredictable
- Removing cap will increase competition
- High fixed costs
- International competition
- Future of work
- Winners and losers

Assumptions

2mean we need to...

- Create a unique Learning and Teaching model
- Get smarter using technology and data
- Become more adaptable, flexible and resilient
- Diversify and grow revenue streams
- Collaborate to compete
- Invest wisely

Strategic Response

3 ...so we can

- Fulfil our Mission
- Be impactful
- Transform to a digital world
- Thrive

Outcomes



Digital resources

Analysis,
discussion,
reflection & goal
setting

Consolidation &
action planning



Digital
resources

?????

Analysis,
discussion,
reflection &
goal setting

Consolidation
& action
planning

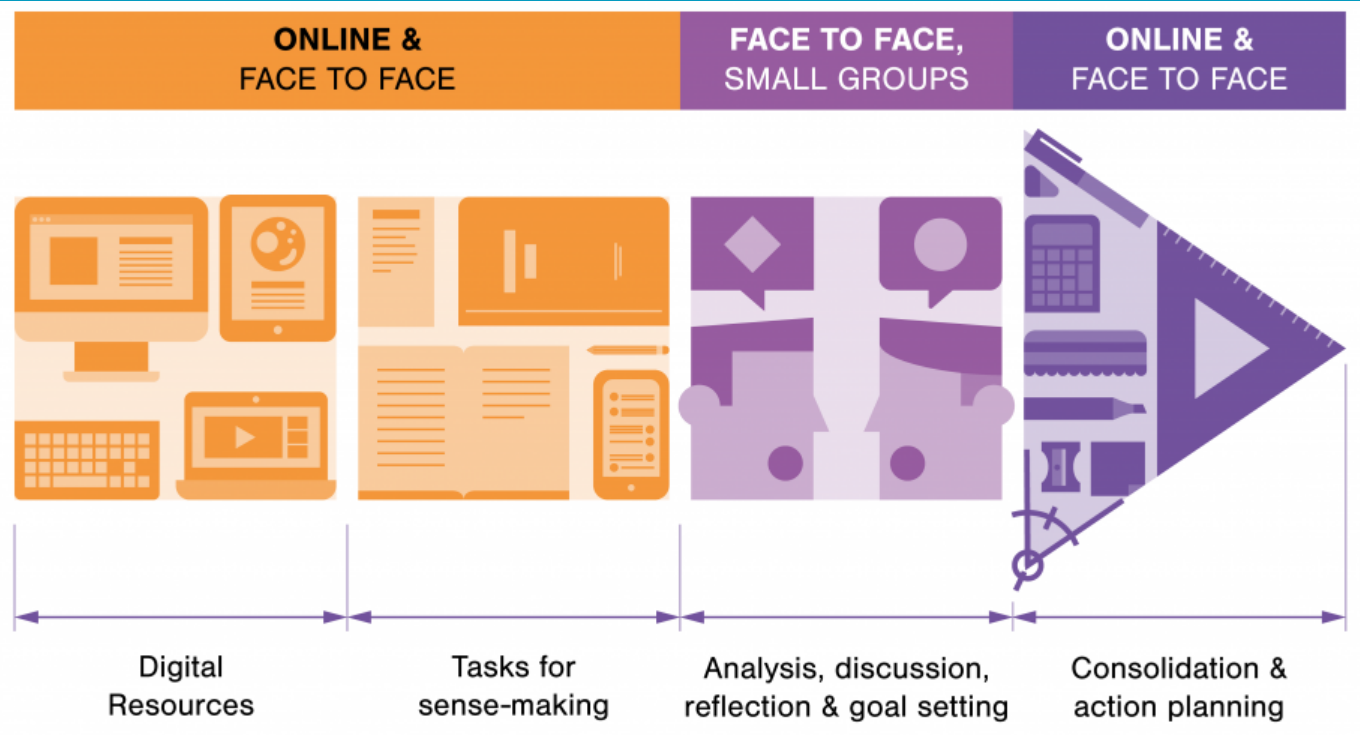


Digital
resources

Tasks for
sense-making

Analysis,
discussion,
reflection &
goal setting

Consolidation
& action
planning



Active blended learning: the new normal

The programme is taught through **student-centred activities** that support the development of **subject knowledge and understanding, independent learning** and **digital fluency**.

Our face-to-face teaching is facilitated in a practical and collaborative manner, clearly linked to learning activity outside the classroom.

Opportunities are provided for students to develop autonomy, Changemaker attributes and employability skills.

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Defining 'contact time'

- **Tutor-mediated**
 - **Teaching, guidance and feedback**
 - **F2F (seminars, lab sessions, studios and workshops)**
 - **Off-site - WBL, placements, educational visits**
 - **Online**
 - **synchronous and asynchronous**
 - **characterised by personalised tutor presence and input**
- within a specified time-frame**

Based on the QAA definition (see page four of the [Contact Hours document](#)).

The UoS Curriculum

- **Clearly progressive** (structured across levels)
- Include academic skills development (**intensive learner to independent learner**)
- **Differentiated amounts of contact time** depending on level
- **Extended induction** (mentoring, peer groups and belonging at programme level, additional interventions staged at appropriate times)

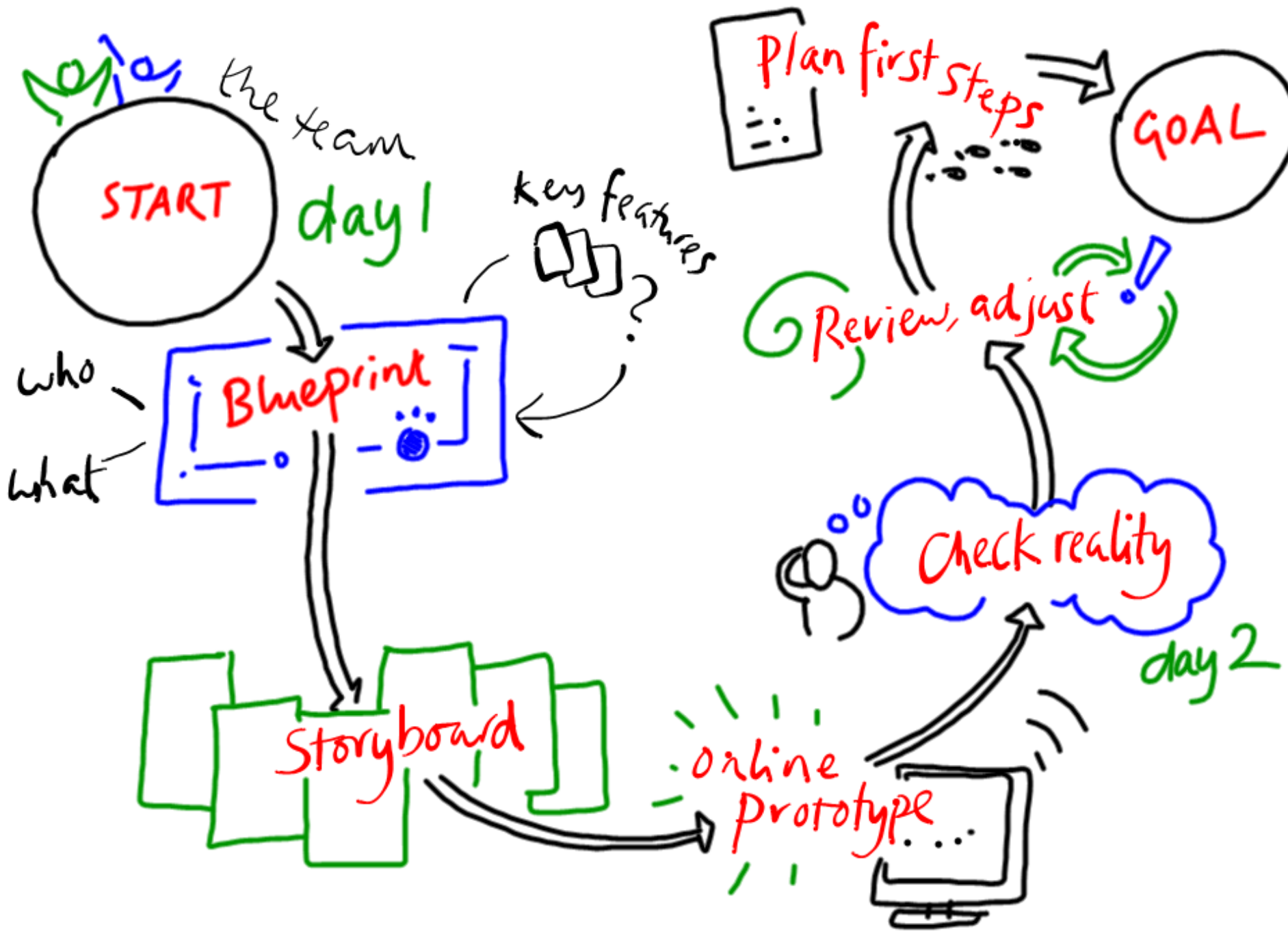


Scaling up ABL

Our approach is

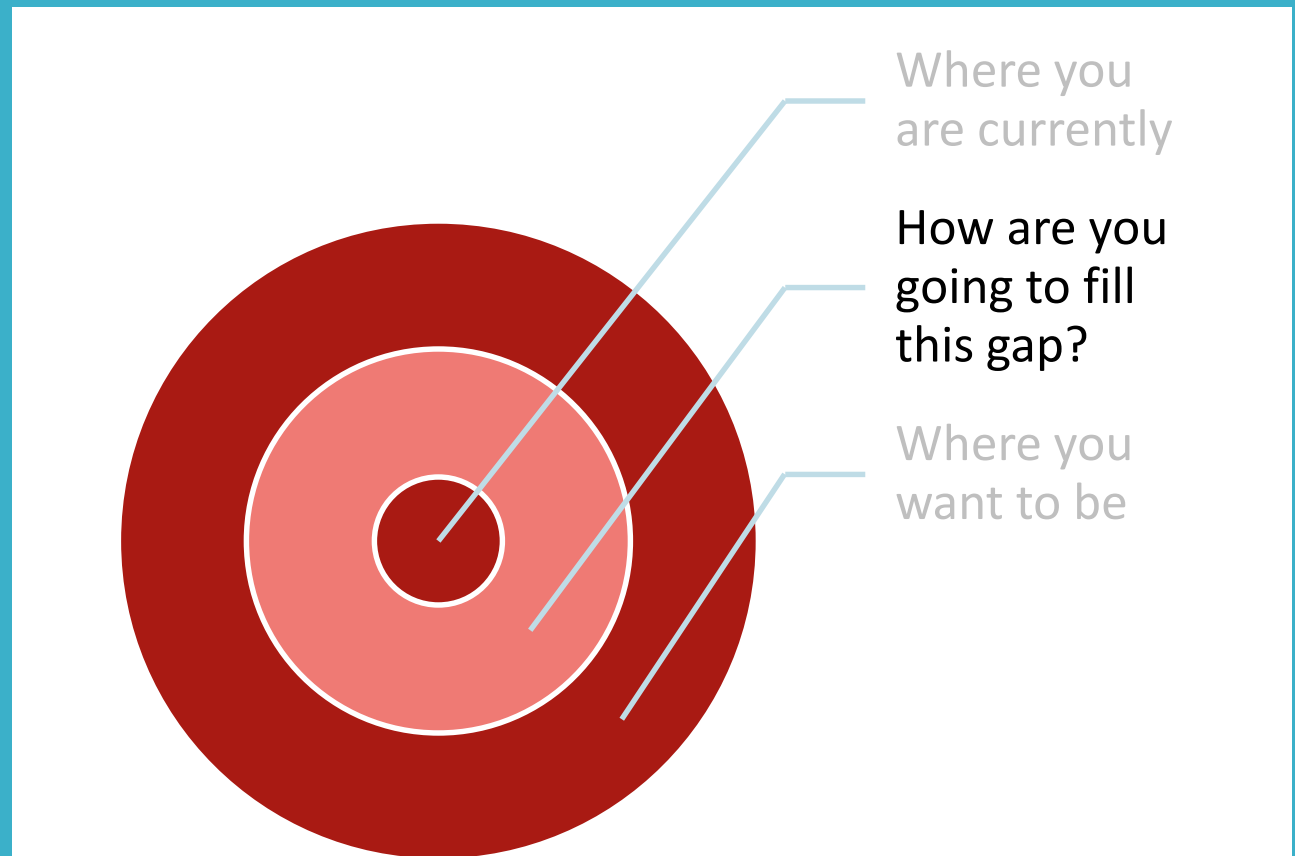
**Explicit
Deliberate
Evidence-based**





Task 4: Gap Filling

How are you going to get from where you are to where you want to be?



Task 5: The 'Human Resource' Question

- What human resource do you have?
- What human resource do you think you need?
- How can you maximise the effectiveness of the team?

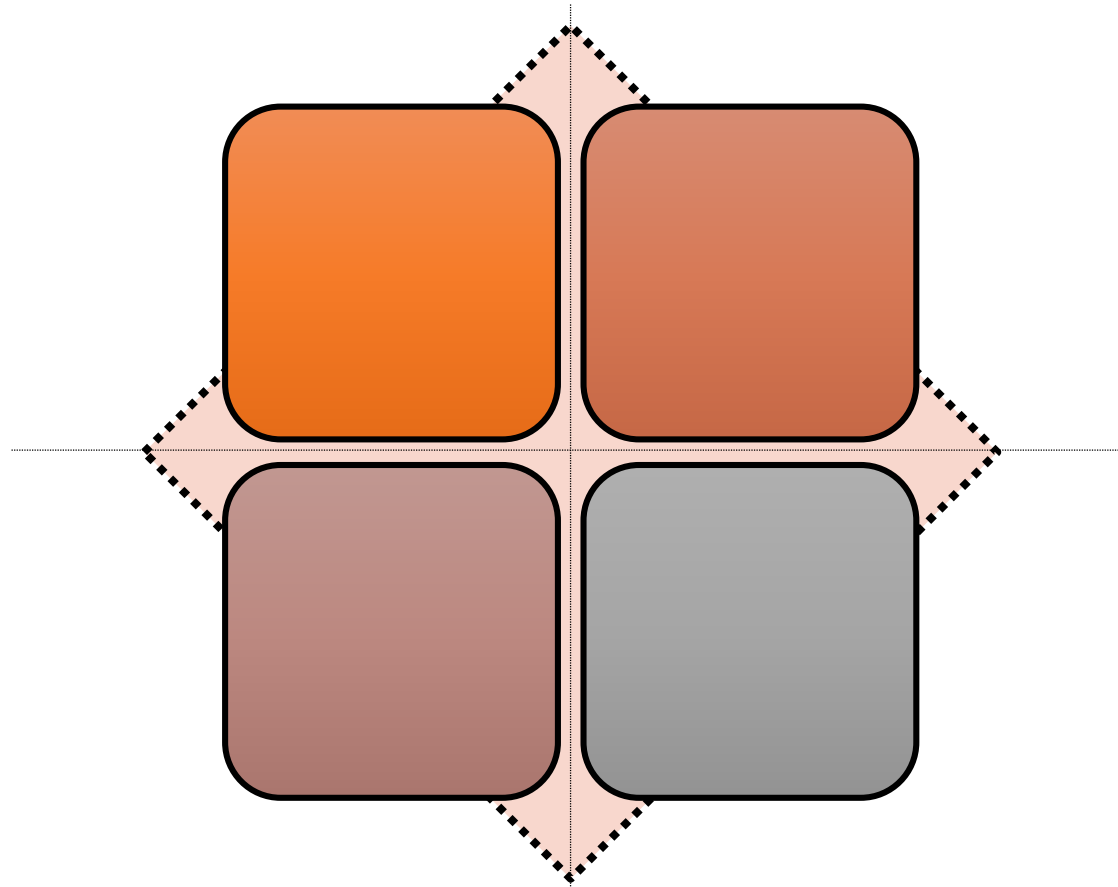


Part 3:

Supporting effective learning experiences through meaningful teaching practice



Focus so far: design for effective ABL ...
but does teaching practice do it justice?



Design

Teaching practice

Design

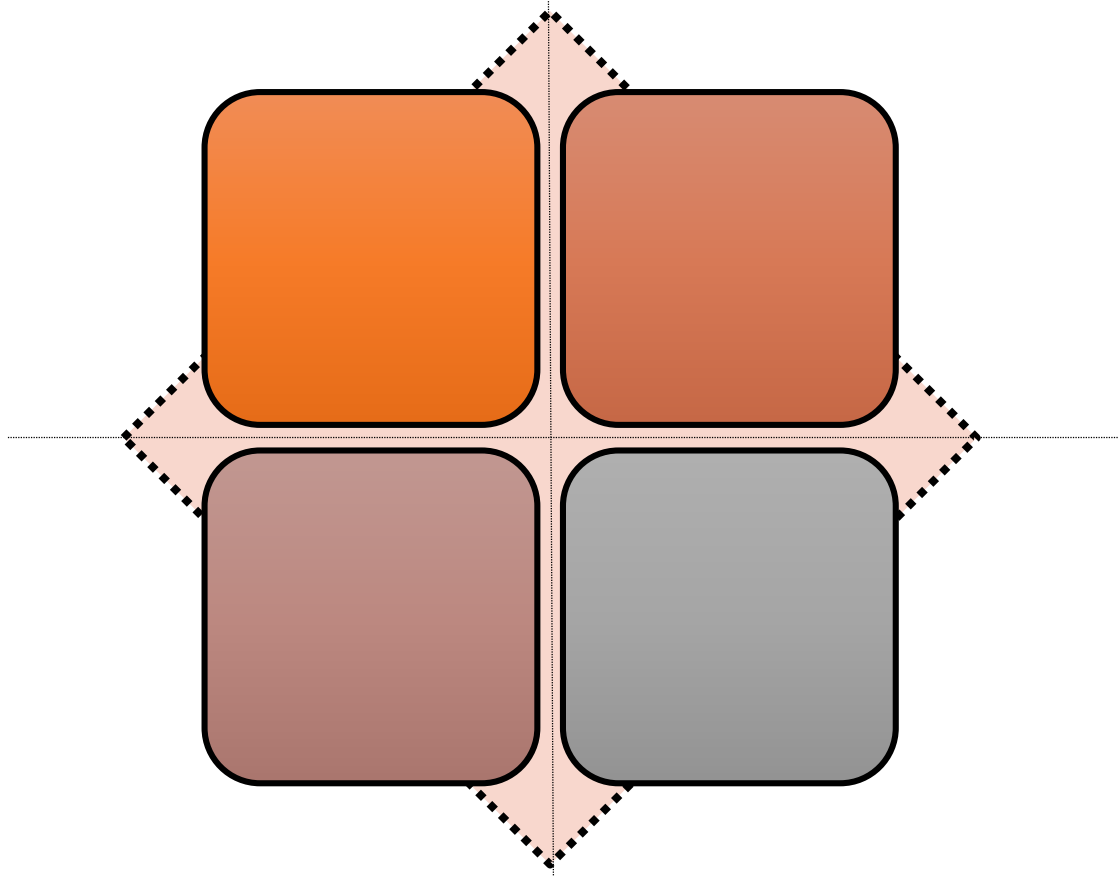
Poor

Good

Good

Poor

Teaching practice



Design

Poor

Good

Excellent
learning
experience

Good



Poor

Teaching practice

Design

Poor

Good

Outstanding
teaching
despite the
design

Excellent
learning
experience

Good



What a
waste!

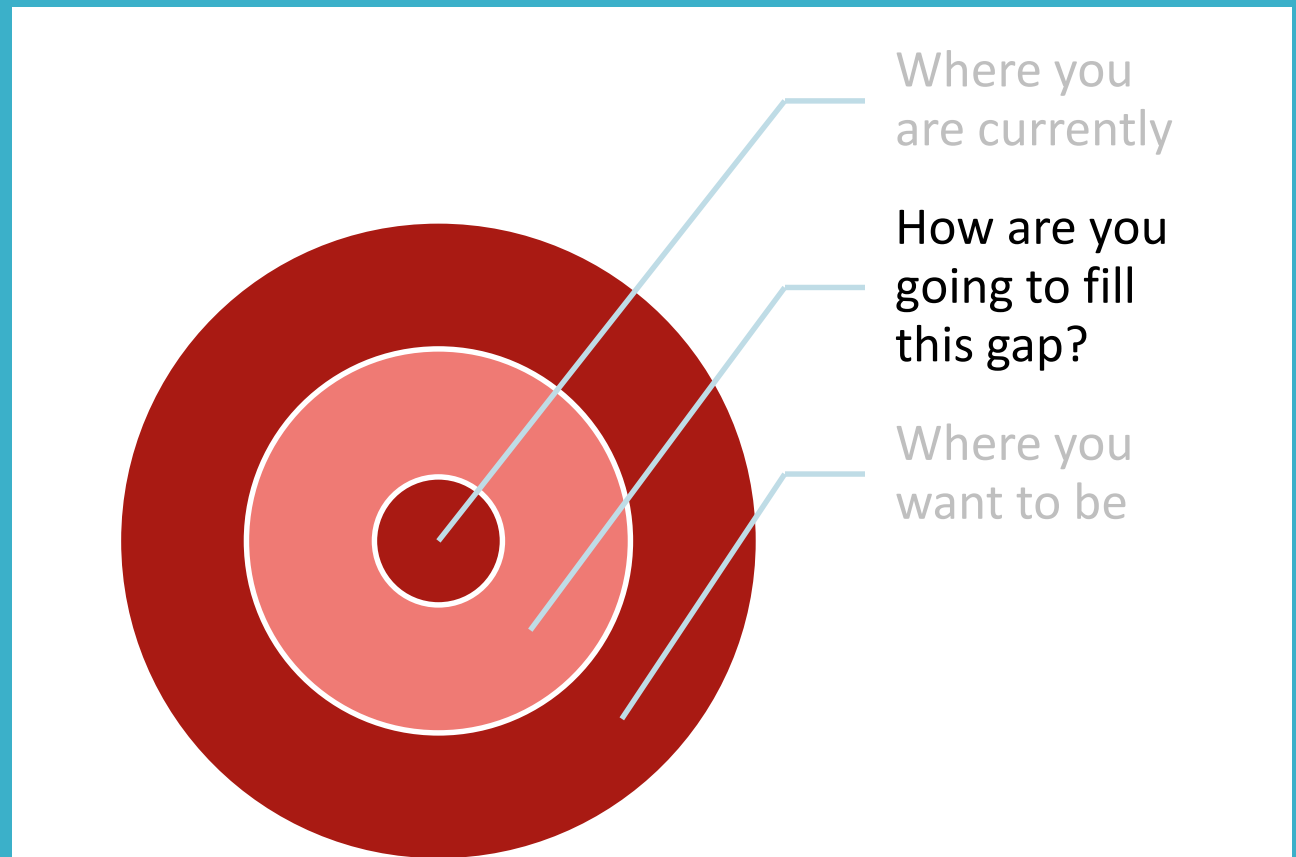


Poor

Teaching practice

Task 5: Gap Analysis

What challenges do you face?
How might you overcome them?



Task 2: more challenges

Nature of the challenge	Key strands	How addressed
1. Pedagogic	a. Views on teaching b. c. d. e.	
2. Workload and space	a. Timetabling b. c.	
3. Digital fluency		
4. ...add one more		

Nature of the challenge	Key strands	How addressed
1. Pedagogic	<ul style="list-style-type: none"> a. Views on teaching b. Knowledge about teaching in HE – not just experience c. Large cohorts d. The PSRB argument e. Contact time 	<p style="text-align: center; font-size: 2em;">Evidence Support Agency</p>
2. Workload and space	<ul style="list-style-type: none"> a. Timetabling b. Where's my office? c. "ABL means more work" 	
3. Digital fluency	Don't stop at the "literacy" stage!	
4. Communication	Information overload v consultation and engagement to find shared ground	

Challenges (1): pedagogic

- **Views on teaching**
- **Knowledge about teaching in HE (not just experience)**
- **Large cohorts**
- **The PSRB argument**
- **Contact time**



Challenges (2): workload & space

- **Timetabling**
- **Where's my office??**
- **"ABL means more work"**



By NASA - <http://spaceflight.nasa.gov/gallery/images/station/crew-6/html/iss006e45283.html>, Public Domain,
<https://commons.wikimedia.org/w/index.php?curid=9008767>

Challenges (3): digital fluency – staff and students

[Good practice principles >](#)

5 - Provide access to excellent digital learning content

First steps	Developing	Developed	Outstanding
<u>All course information and most course content is available online via a VLE/Learning Management System or similar.</u>	<u>Course materials include video, audio, animations, apps, virtual labs/patients and other multimedia content where appropriate.</u>	<u>Students find, curate and share their own digital resources as part of their course work. They have a basic understanding of different licences e.g. creative commons.</u>	<u>Students develop digital artefacts which become valued resources in their own right.</u>
<u>Students have access to a range of texts in digital format e.g. e-books, notes and hand-outs, e-journals.</u>	<u>Students have access to library content and services from their own devices and via their own interfaces.</u>	<u>Teaching staff work with specialists to develop high quality learning materials e.g. podcasts, screencasts, animations, games.</u>	<u>There is a strategic approach to digital content which encompasses materials created by students/staff.</u>
<u>Students understand that there are different types of learning content and know how to avoid plagiarism.</u>	<u>Required/recommended reading includes online materials.</u>	<u>Students have guidance on choosing and using different content types, finding open content and using digital content services.</u>	<u>Students can suggest digital content purchases and are involved in developing library/content services.</u>

Source: <https://goo.gl/YHZu1n>

Digital transformation

Non-literacy



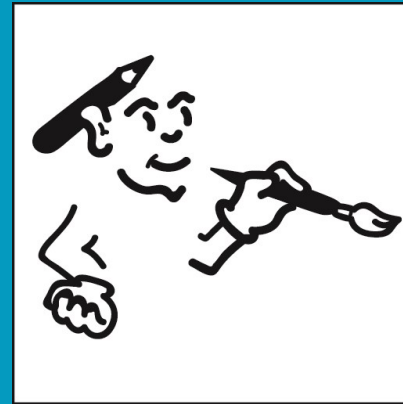
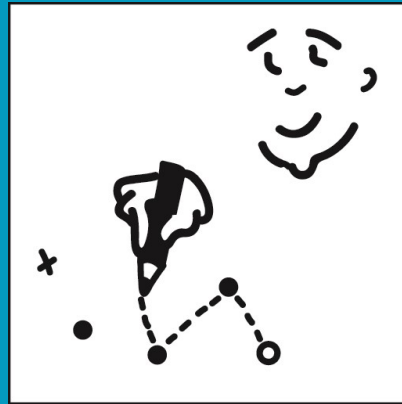
Digital literacy



Digital competence



Digital fluency



Digital transformation

Non-literacy



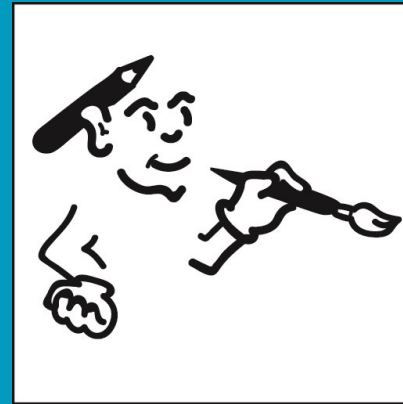
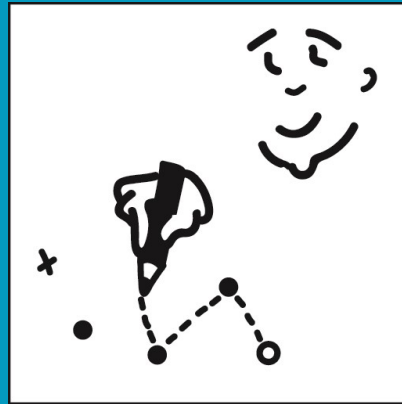
Digital literacy



Digital competence



Digital fluency



Digital transformation

Digital literacy



Digital competence



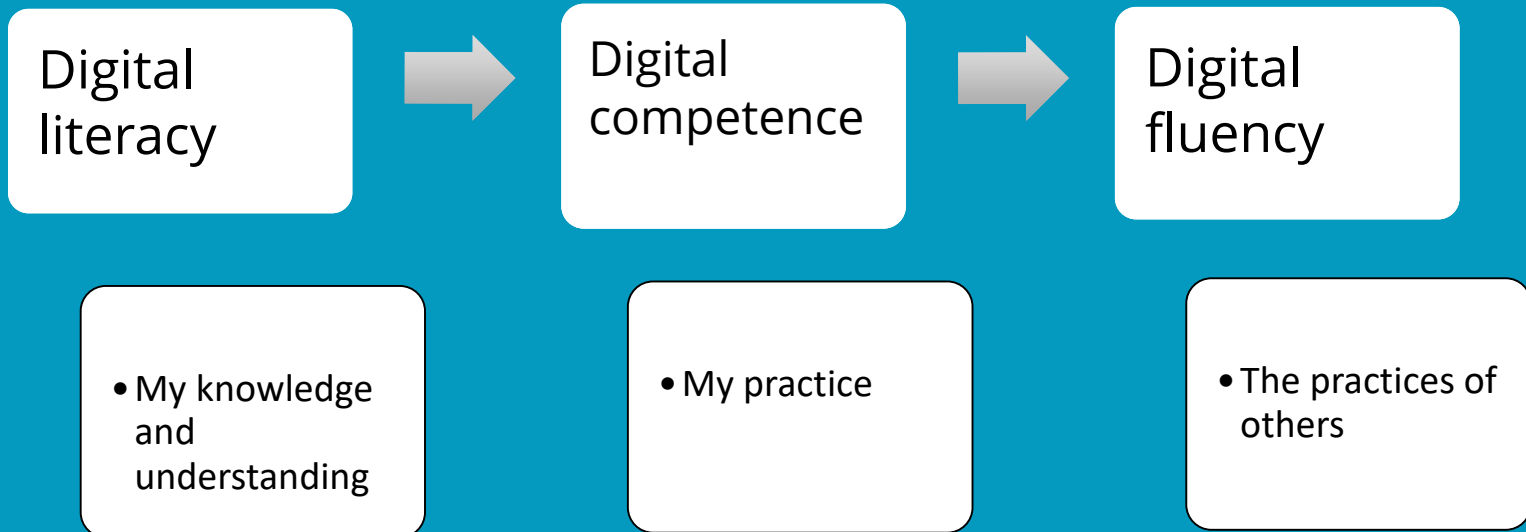
Digital fluency

- I know about some useful tools that can enhance my teaching & can use them with support

- I can decide when, why and how to **enhance my teaching** by using a range of tools largely autonomously

- I take informed, decisions and calculated risks for **institutional benefit, transformation and growth**

Digital transformation

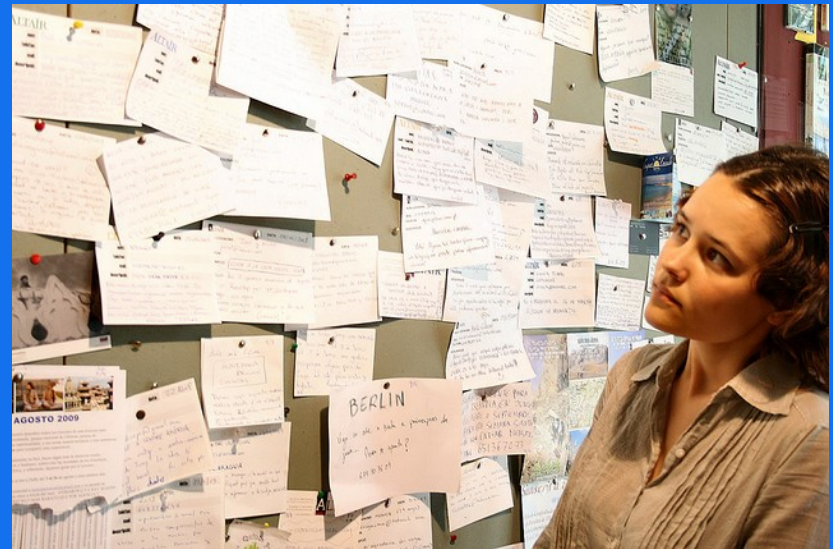


Challenges (4): communication

**Provision of
information
(overload?)**

VS

**A deliberate attempt
to consult, engage and
find shared ground**



By Jorge Franganillo - Flickr: Information overload, CC BY 2.0,
<https://commons.wikimedia.org/w/index.php?curid=19644586>



Evidence



www.northampton.ac.uk/ilt/

Support



- **Needs-driven, HEA-accredited CPD scheme**
- **Not dependent on a PGCert**
- **Leading to professional recognition**
- **Designed for capacity building**
- **Prominent role of peer observation**
- **Embedded in the PDR process**
- **Interacts with QA & QE**
- **CAleRO (*Carpe Diem*) as key component**
- **Fully engages professional services as providers and beneficiaries**
- **Extraordinary team of Learning Designers & Learning Technologists**

Agency



Evidence-based change



Evidence-based change



What does a UoN/UoS graduate look like?

The University of Northampton is committed to developing **knowledgeable** graduates, who are **socially responsible, digitally proficient** and **highly employable global citizens** – the **Changemakers** of the future.

ChANGE Framework of Graduate Attributes

CHangemaker

Attributes

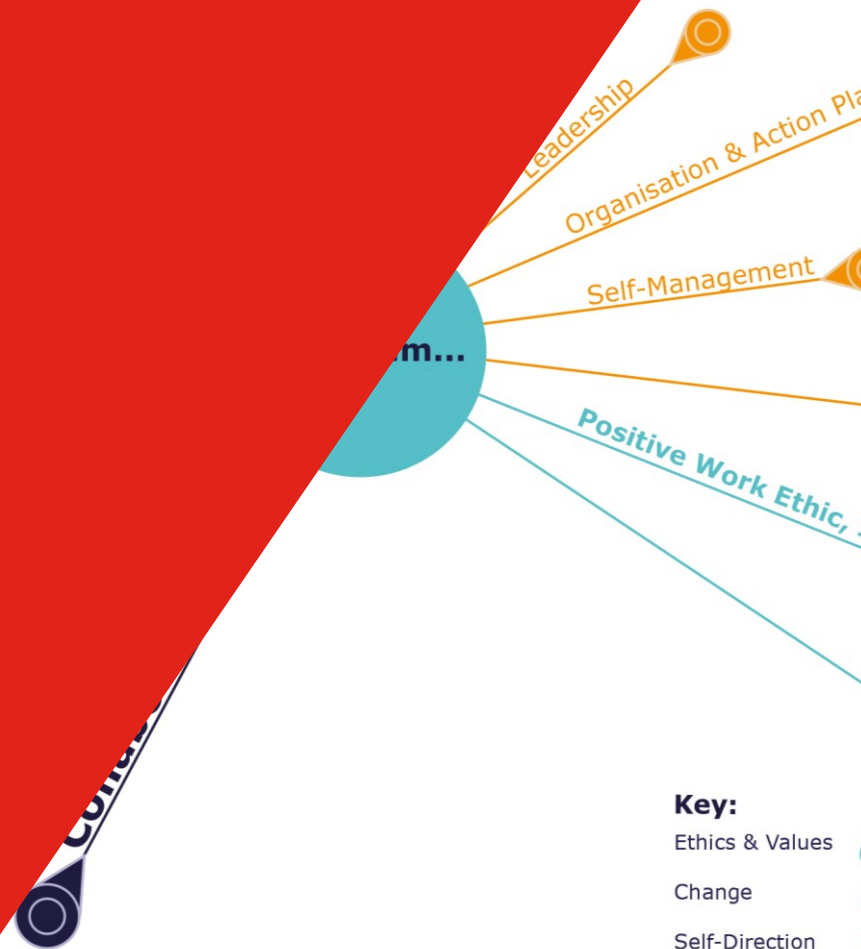
at

Northampton

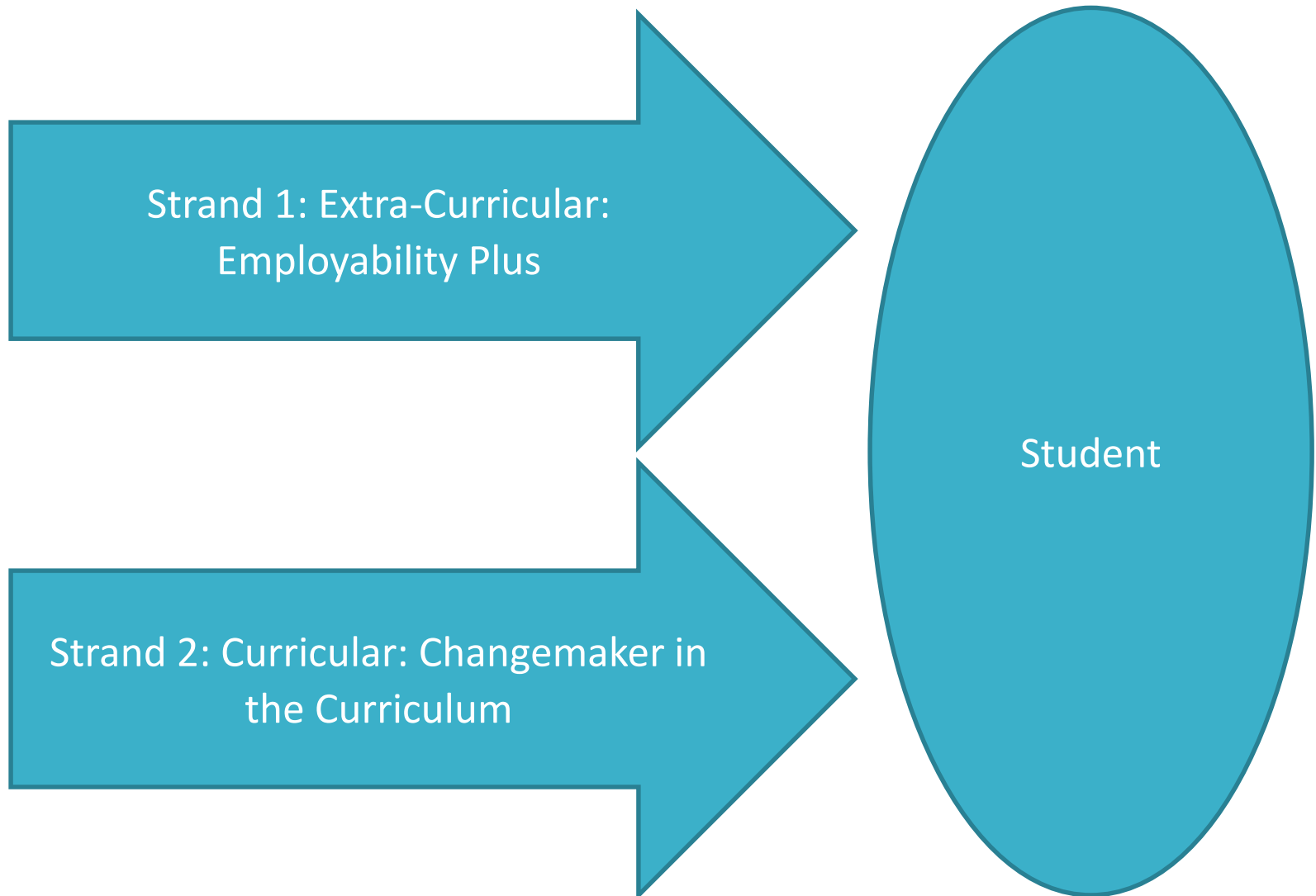
for

Graduate

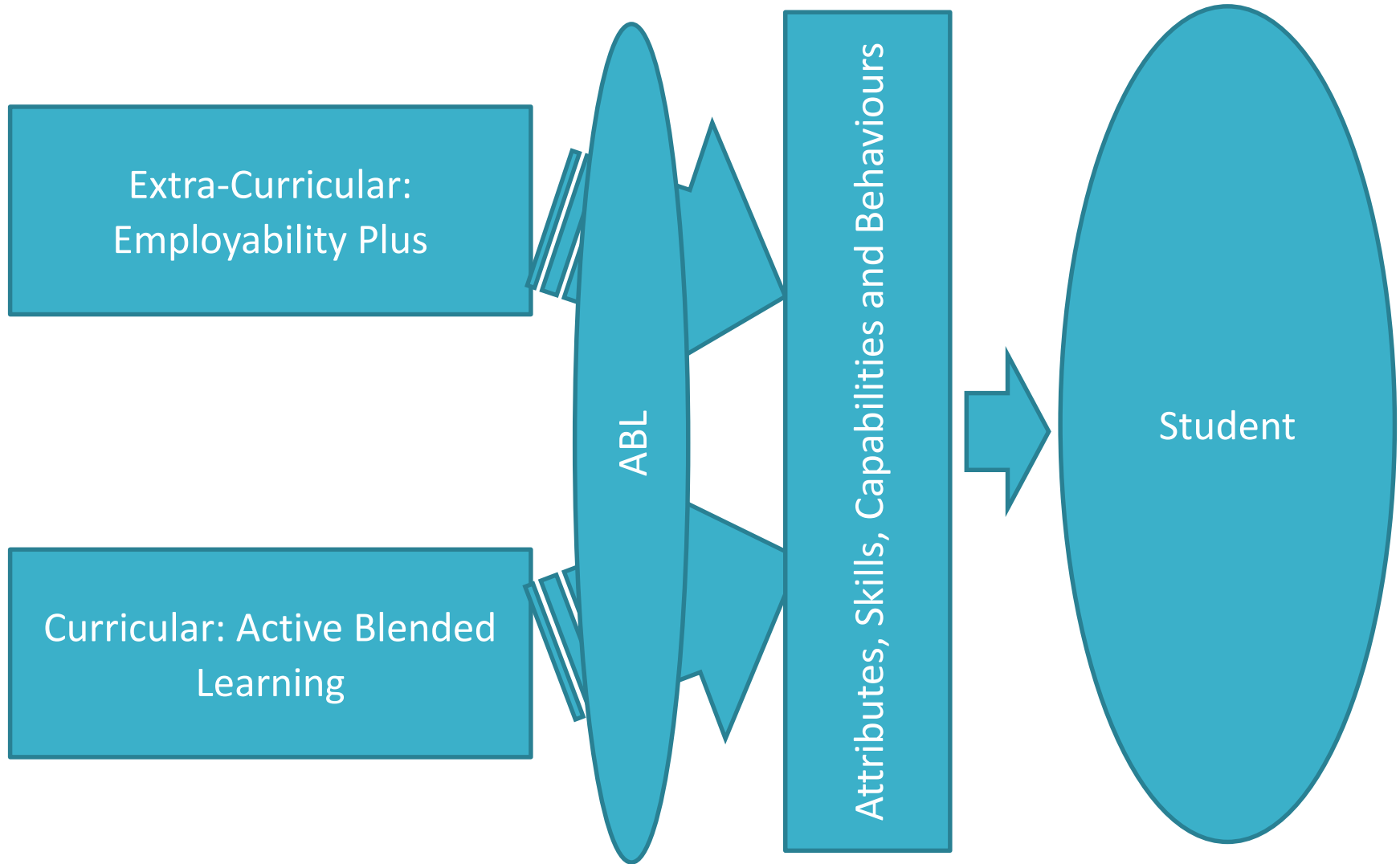
Employability



Two separate strands of work to support students in reaching their employability goals



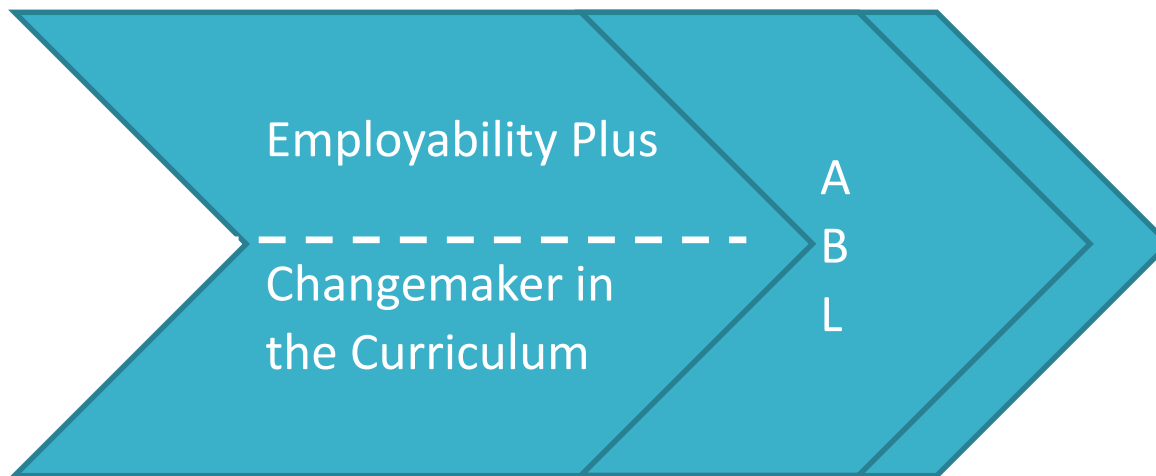
Uniting Extra-Curricula work to support graduate employability with the outputs of the 'Changemaker in the Curriculum' project



Do the right things, in the right way, with the right people, for the right reasons.



ABL as a means to translate the curricular and extra-curricular work into tangible graduate attributes



UMF Review on Assessment 2017



The Broader UoN Context

In-Year Retention

- 95.3% in 2013-14

dropped to

- 92.4% in 2015-16

Out of 8574 starters, 650 not retained

Progression

- 65.3% Foundation Framework progressed to year 2

- 52/150 did not progress

- **a further 30 withdrew**

- 3% drop to 76.8% of L4 to L5 in 2015-16

- **710/3054 starters did not progress**

Withdrawals

- 10.7% in 2013-14

dropped to

- 15.2% in 2015-16

463 stage 1 withdrawals in 2015-16

Underpinning Principles

- **Academic ownership of assessment practice**
- **A new facilitative framework**
- **Reduced assessment burden by 25%**
- **New maximum number of items of assessment**
- **Specify all assessment deliverables (transparency)**
- **Align assessment volume to the sector**
- **Rationalise Learning Outcomes (Programme and Module level)**
- **Write learning outcomes to academic level (COGS)**



Part 4: Next Steps

Task 6: What Matters?

- **If you were to take action immediately following this session, what would you do?**
- **What influencing factors are fixed, what are moveable?**
- **What questions remain unanswered? Can you identify who could answer them?**
- **What is currently stopping you taking action in this situation?**



Task 7:

Final Action Plan!

Which, of all the options for action suggested this morning, will result in the best outcome for UoS?

SUCCESS

**Don't forget -
reality check**

Goal Setting

- Specific
- Measurable
- Agreed Upon
- Realistic
- Time-Based