

Student Experience Committee Meeting

2.00 - 4.00 pm on Wednesday, 11 October 2017
in 1B16 - Technopark, SE1 6LN

Agenda

<i>No.</i>	<i>Time</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
9.		Educational Framework update	3 - 6	SW

Date of next meeting
2.00 pm on Wednesday, 31 January 2018

Members:	Pat Bailey (Chair), Sodiq Akinbade, Kat Colangelo, Kirsteen Coupar, Mel Godfrey, Patricia Godwin, Gary Francis, Dawn Ingleson, Paul McCardle, Indira Patel, Samantha Robson, Carol Rose, Shân Wareing and Saranne Weller
In attendance	Joe Kelly, Steve Baker, Claire Freer, Alison Chojna, Rosie Holden and Sue Turnbull
Apologies	James Emmett, David Mead and Seth Stromboli

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	CONFIDENTIAL
Paper title:	Educational Framework Update
Board/Committee:	Student Experience Committee
Date of meeting:	11 October 2017
Author:	Dr Saranne Weller
Purpose:	To provide an update on the progress in embedding the Educational Framework into LSBU provision and providing professional development support for staff
Recommendation:	The Committee is recommended to: <ul style="list-style-type: none">• note the initiatives for embedding the Educational Framework in the curriculum• provide comment on the proposed minimum requirements for the embedding of the Educational Framework in undergraduate courses

Executive Summary

This paper summarises the key activities that will be undertaken to support the embedding of the Educational Framework in university curricula in 2017/18. There are three areas of focus for this activity:

- Awareness raising of the Educational Framework for new and existing staff
- Defining the minimum expectations for the embedding of the Educational Framework in new and existing courses
- Academic development to support staff in developing courses, modules and teaching and learning aligned to the Educational Framework

This work is led by the Centre for Research-Informed Teaching but it is also fundamental to align the activity led by CRIT with the quality assurance and enhancement work of Academic Quality and Enhancement. This is particularly the case when evidencing the embedding of the Educational Framework in validation and annual monitoring processes.

Educational Framework Update

1. Introduction

1.1 The Educational Framework underpins both the LSBU Corporate Strategy and the Priorities of the 2017/18 Corporate Roadmap. The dimensions of the Educational Framework is articulated through curriculum design by:

- developing curricula that are informed by employer and industry needs as well as professional, statutory and regulatory body requirements
- embedding learning development for all students to scaffold their learning through the curriculum
- supporting high impact pedagogies that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- implementing an assessment *for* learning approach that provides timely and formative feedback

1.2 The Centre for Research Informed Teaching (CRIT) is responsible for leading the implementation of the Educational Framework working with Academic Quality and Enhancement. The work involves:

- Awareness raising of the Educational Framework for new and existing staff
- Defining the minimum expectations for the embedding of the Educational Framework in new and existing courses
- Academic development to support staff in developing courses, modules and teaching and learning aligned to the Educational Framework

2. Implementing the Education Framework

2.1 CRIT is providing a number of interventions to support the implementation and embedding of the Educational Framework at LSBU. To support awareness raising, the “Introduction to Learning and Teaching at LSBU” is a workshop that will provide new colleagues with the opportunity to discuss the University’s Educational Framework and what this means for teaching and learning at LSBU. The next event is scheduled for 18 October 2017.

2.2 CRIT is also supporting the work of Academic Quality and Enhancement through the validation process for new and revalidated courses with a series of task focused blended workshops that support the embedding of the Educational Framework in the course design process. The sessions scheduled for this semester are:

- “Writing good learning outcomes” on Monday 23 October 2017, 1100-1230 or Wednesday 15 November, 1100-1230
- “Planning high impact pedagogies” on Monday 30 October 2017, 1100-1230 or Wednesday 22 November 2017, 1100-1230

- “Developing an effective assessment strategy” on Monday 6 November 2017, 1100-1230 or Wednesday 29 November 2017, 1100-1230.

These sessions will support academic colleagues to develop their courses in line with the Educational Framework in terms of pedagogies and assessment while also emphasising the importance of the course level student experience.

2.3 Defining minimum expectations for all courses is central to the systematic embedding of the Educational Framework across the curriculum. The new course specification documentation currently in development will ensure courses specifically identify how employers have informed the development of the curriculum and the placement, work experience or work-integrated learning opportunities offered within the course. In addition an appendix to the course specification will ask course teams to define the key aspects of the Educational Framework at the levels of the undergraduate curriculum against a minimum standards for all courses. This will be circulated to Directors of Education and Student Experience in the first instance for comment. A plan will also be developed for facilitating validating modifications for existing provision going forward.

2.4 The next stage for the support of the Educational Framework is focused on professional development related to specific pedagogic elements of the framework. For example embedded learning development to support personalised learning will need to be scaled up from the current levels of support provided by CRIT. In addition pedagogy-focused professional development related to team-based learning, interdisciplinary group work and authentic and capstone assessment will be introduced in semester 2. CRIT’s new series of events “Open Practice” will also provide an opportunity for the sharing of expertise across Schools related to the priorities of the Educational Framework.

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