

# Support for NSS areas

The Academy & The Centre for Innovation in Education



# Introductory Message

---

## ***From the Academy and CIE, October 2022***

This document was created by the Academy and CIE to provide a comprehensive overview of the support available to colleagues across the University as we collectively address the outcomes of the NSS.

The following sections are mapped to each of the NSS areas and support is categorized as resources, workshops, programmes and networks. While a wide range of key activities are included, the list is not exhaustive and colleagues are encouraged to contact the [academy@liverpool.ac.uk](mailto:academy@liverpool.ac.uk) and [cie@liverpool.ac.uk](mailto:cie@liverpool.ac.uk) to discuss any specific requirements.

The NSS results highlighted areas of real strength across the University. We encourage you to share your excellent practice with colleagues to further enhance teaching development and student learning. We can help you disseminate and gain recognition for your exemplary practices through our jointly run conferences, the Academy's Developing Academic Practice Journal and Developing Practice Podcast Series, the CIE Treasure Island Podcast Series and CIE Case Studies.

Colleagues are encouraged to gain professional recognition for their experience of teaching and supporting learning through, for instance, the Academy's ULTRA Scheme. Internal recognition through the Academy's Learning and Teaching Fellowships and the Learning and Teaching Student Experience Awards and Sir Alistair Pilkington Awards provides a key mechanism through which your innovation and practice can be celebrated and further supported. To gain external recognition for your teaching, contact the Academy to explore opportunities provided by National Teaching Fellowships (NTF) and Collaborative Awards for Teaching Excellence (CATE) and find out more about how we collaborate with partners across the sector to celebrate high-performing academics.

Of course, the NSS results highlight some areas that require renewed focus and further development. Our programmes will help you develop your academic practice, gain teaching qualifications and/or professional recognition, and build capacity for evidence-based scholarship of learning and teaching. Our networks and peer learning help you to connect with peers and support each other's development in a collegiate environment. Resources and workshops can provide timely support and fresh thinking as you review your activities. In contrast, deeper engagement and collaborative learning can transform academic practice. For instance, the Leading Learning and Teaching at Liverpool Network, facilitated by the Academy and HSS, is a 6-month action learning programme designed to address specific education projects to improve performance and outcomes. Alternatively, the MA Academic Practice provides supervised support for your own project, supporting you to enhance your teaching and student learning.

# Glossary and Abbreviations

---

**LCF** - Liverpool Curriculum Framework

**RCT** - Research-connected Teaching (a Hallmark of the LCF)

**Inc** - Inclusivity (a value of the LCF)

**AL** - Active learning (a Hallmark of the LCF)

**AuA** - Authentic Assessment (a Hallmark of the LCF)

**C** - Confidence (a graduate attribute of the LCF)

**DF** - Digital fluency (a graduate attribute of the LCF)

**GC** - Global Citizenship (a graduate attribute of the LCF)

**DP** - Design principles (LCF curriculum design principles: e.g., inclusivity, progressively developed digital skills, formative feedback, capstone module, enquiry-based learning, work placement etc.).

**DPS** - Academy Developing Practice Series – Synchronous and asynchronous topic focused resources and discussions – open to all staff (The Academy)

**LFN** - Liverpool Fellows Network – Synchronous and asynchronous targeted resources and discussions – open to SFHEA, PFHEA, NTF and CATE (The Academy)

**LL&T@LN** - Leading Learning and Teaching at Liverpool Network – 6-month Action Learning programme on a specific education focused project to improve T&L performance and outcomes (Academy / HSS collaboration) – all educational leaders.

**FLTHE** - Foundations of Learning and Teaching in Higher Education (Stage 1 open to anyone; Stage 2 open to those with some teaching responsibilities) (AFHEA) (The Academy)

**PGCAP** - Postgraduate Certificate Academic Practice - open to those with substantive teaching responsibilities (FHEA) (60 credits) (The Academy)

**PGDAP** - Postgraduate Diploma Academic Practice (120 credits) (The Academy)

**MA AP** - Master of Arts Academic Practice (180 credits) (The Academy)

**ULTRA** - University of Liverpool Teaching Recognition and Accreditation Framework (The Academy: AF, F, SF, and PF HEA)

**DAP** - Developing Academic Practice Journal (The Academy)

**DPP** - Developing Practice Podcast Series (The Academy)

**NTF/CATE** - National Teaching Fellowship/Collaborative Award Teaching Excellence (The Academy)

# Contents

---

Introductory Message	2
Glossary and Abbreviations	3
The Teaching on my Course	5
Learning Opportunities	6
Assessment and Feedback	7
Academic Support	8
Organisation and Management	9
Learning Resources	10
Learning Community	11
Student Voice	12
Key Contacts	13
The Academy (Academic Development Team)	13
CIE (Centre for Innovation in Education)	14

# The Teaching on my Course

---

1. Staff are good at explaining things.
2. Staff have made the subject interesting.
3. The course is intellectually stimulating.
4. My course has challenged me to achieve my best work.

## Resources

- Academy - [Developing your Teaching Flowchart](#)
- Academy DPS - [Small group Teaching](#) (Eli Saetnan)
- Academy DPP - [Developing active, authentic, and supportive laboratory teaching](#) (Rachel Smedley)
- Academy DPP - [Transnational Education](#) (Jenny Howard & Charlie Reis)
- Case studies/[resources](#) via CIE website, including Slivers of Silver that showcase teaching excellence.
- [Treasure Island Pedagogies](#) podcast series- showcase teaching excellence from within and beyond UoL. (Contact [cie@liverpool.ac.uk](mailto:cie@liverpool.ac.uk) if you want to appear as guest or nominate colleagues.)
- Good practices disseminated at our annual [Learning and Teaching Conference](#) and [Liverpool Learning Summit](#)
- Inclusivity – our Inclusive Curriculum Toolkit is being finalised – contact [cie@liverpool.ac.uk](mailto:cie@liverpool.ac.uk)
- CIE [resources](#) related to LCF, especially [RCT](#), [AL](#), and engagement; case studies on innovative and authentic assessments; workshops and resources on decolonizing the curriculum; (see also [On-demand course on ESD](#)).

## Workshops

- [Workshops](#) on educational uses of digital platforms (e.g. video capture, quizzes, polling, collaboration tools), as well as on curriculum design subjects.
- [Academy Peer observation](#).

## Programmes

- [FLTHE Stage 1](#)
- [FLTHE Stage 2](#)
- [PGCAP](#)

## Networks & Peer Learning

- [Leading Learning and Teaching at Liverpool Network](#) (Academy/HSS)
- Good practices disseminated at our joint annual Learning and Teaching Conference, Liverpool Learning Summit, and [Pedagogic Research Conference](#)
- Academy Mentoring - [Strategic leaders of NSS Response](#)

# Learning Opportunities

---

5. My course has provided me with opportunities to explore ideas or concepts in depth
6. My course has provided me with opportunities to bring information and ideas together from different topics.
7. My course has provided me with opportunities to apply what I've learned

## Resources

- CIE [resources](#) related to LCF esp [RCT](#) and Active Learning ([AL](#)) and Confidence ([C](#)) and the seven principles of LCF
- CIE [resources](#) and case studies related to AuA, Confidence, capstone and enquiry-based learning.
- CIE support for ESD encourages student competency development that facilitates students to engage with the 'bigger picture' for complex real-world issues requiring engaging with topics outside of their subject areas. See more on [ESD](#) via CIE website.
- Academy DPP - [Using a micro-learning approach to support inclusion](#) (Gemma Ahearne).

## Workshops

- CIE support (e.g. bespoke design sessions, workshops, consultancy) for module/programme re/design around AuA, progression of skill development, reflective practice, portfolio-based assessment; see also [Guide on capstone project design](#)
- Academy - [Peer Observation](#)
- Academy DPS - [Developing online student projects and placements](#).

## Programmes

- [FLTHE](#)
- [PGCAP](#)

## Networks & Peer Learning

- Academy LFN - [focus on learning opportunities](#)
- [Leading Learning and Teaching at Liverpool Network](#) (Academy/HSS)
- Academy Mentoring - [Strategic leaders of NSS Response](#)

# Assessment and Feedback

---

8. The criteria used in marking have been clear in advance.
9. Marking and assessment has been fair.
10. Feedback on my work has been timely.
11. I have received helpful comments on my work.

## Resources

- CIE [resources](#) and case studies related to authentic assessment and assessment & feedback principles including [formative feedback](#); use of digital tools for A+F (SpeedGrader, Turnitin, Buddycheck; see p.10 for guides relating to effective group working and assessment); [academic integrity](#); [rubrics](#) and [using them with students](#); designing [inclusive assessment](#). Assessment & Feedback toolkit in plan, containing template rubrics, assessment literacy activities, etc.
- CIE Support for TESTA (Transforming Experience of Students Through Assessment) – a 360degree, holistic, programme-level review of assessment practice in partnership with your students.
- See also Inclusive Curriculum Toolkit for inclusive assessment design (contact [cie@liverpool.ac.uk](mailto:cie@liverpool.ac.uk)) and Advance HE's [Developing Engagement with Feedback toolkit](#) for ideas to help with developing feedback guides and glossaries
- Academy DPP- [Personalised Learning Podcast](#) (Joel Haddley)

## Workshops

- Academy DPS – Assessment & Feedback – [Integrating Employability](#)
- Academy DPS – [Assessment in hybrid environments](#)
- Academy – [Peer Observation](#)
- Bespoke sessions by CIE for departments, programme teams on assessment and feedback practices, including rubric design, departmental marking calibration exercises, consistency of feedback, fairness in marking practices, delivery of online assessment, assessment bunching & workload, assessment literacy [Developing students' assessment and feedback literacy CIE presentation](#). See also CIE [Workshops](#) including peer evaluation and group assessments.

## Programmes

- [FLTHE Stage 1](#)
- [FLTHE Stage 2](#)
- [PGCAP](#)

## Networks & Peer Learning

- Academy LFN – [focus on Assessment and Feedback](#)
- [Leading Learning and Teaching at Liverpool Network](#) (Academy/HSS)
- [Academy Assessment & Academic Integrity Network](#)
- Academy Mentoring – [Strategic leaders of NSS Response](#)

# Academic Support

---

12. I have been able to contact staff when I needed to.
13. I have received sufficient advice and guidance in relation to my course.
14. Good advice was available when I needed to make choices on my course.

## Resources

- Academy DPP - [Embedding the Student Success Framework](#) (James Coe & Eli Saetnan)
- Academy DPP - [Embedding employability and creating peer student led career service](#) (Emma Moore)
- Academy [Academic Advising Canvas site, & handbook](#)
- CIE pedagogical Canvas support, e.g. layout and tools for staff contact
- New On-demand being developed by CIE on 'Communicating your Curriculum' and 'Belonging' (contact [cie@liverpool.ac.uk](mailto:cie@liverpool.ac.uk) for more info)

## Workshops

- Academy DPS - [Hybrid Active Learning in Practice Academic Advising](#) (Eli Saetnan)
- Academy DPS - [Ensuring Inclusive language](#)
- Academy [Academic Advising module](#) (on Canvas)

## Programmes

- [FLTHE Stage 1](#)
- [FLTHE Stage 2](#)
- [PGCAP](#)

## Networks & Peer Learning

- [Leading Learning and Teaching at Liverpool Network](#) (Academy/HSS)
- Academy LFN - [Academic Support](#)
- Academy [Academic Advising Network](#)
- Academy Mentoring - [Strategic leaders of NSS Response](#)



# Organisation and Management

---

15. The course is well organised and is running smoothly.
16. The timetable works efficiently for me.
17. Any changes in the course or teaching have been communicated effectively.

## Resources

- Academy DPP- [Together we can manage change better](#) (Rachel Parkes & Natalie Carpenter)
- New On-demand being developed by CIE on 'Communicating your Curriculum' and 'Belonging' (contact [cie@liverpool.ac.uk](mailto:cie@liverpool.ac.uk) for more information)
- See also Inclusive Curriculum Toolkit for inclusive design (contact [cie@liverpool.ac.uk](mailto:cie@liverpool.ac.uk))

## Workshops

- CIE consultancy on in programme and module design, helping programmes consider the student journey and design the course holistically.
- CIE consultancy on effective utilisation of Canvas for student experience: CIE pedagogical Canvas support, e.g. includes Canvas Bootcamp sessions (September, January, June)
- CIE On-Demand courses available via Canvas e.g. [An Introduction to Digital Tools](#), [An Introduction to Canvas Studio](#)
- Academy [Peer Observation of Teaching](#)
- Academy DPS - [Stop being crazy busy](#)

## Programmes

- [FLTHE Stage 1](#)
- [FLTHE Stage 2](#)
- [PGCAP](#)

## Networks & Peer Learning

- [Leading Learning and Teaching at Liverpool Network](#) (Academy/HSS)
- Academy Mentoring - [Strategic leaders of NSS Response](#)

# Learning Resources

---

18. The IT resources and facilities have supported my learning well.
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.
20. I have been able to access course-specific resources (e.g., equipment, facilities, software, collections) when I needed to.

## Resources

- Academy DPP - [Supporting Study](#) (Emma Thompson)
- Academy DPP - [Digital skills development to enhance the student experience](#) (Jan Jobling)

## Workshops

- CIE Workshops and On-Demand courses available via Canvas on designing learning resources & inclusive and universal design e.g. [Open Educational Resources](#), [An Introduction to Digital Tools](#), [An Introduction to Canvas Studio](#) etc (see our [CIE Workshops](#) page for current information)
- Utilise Blackboard Ally (in Canvas) to ensure your learning resources in Canvas courses/modules meet accessibility regulations (contact [cie@liverpool.ac.uk](mailto:cie@liverpool.ac.uk) for more info).

## Programmes

- [FLTHE Stage 1](#)
- [FLTHE Stage 2](#)
- [PGCAP](#)

## Networks & Peer Learning

- [Canvas Connect](#): sessions and community of practice via Teams; hosting the Canvas and Coffee meetings and community questions and responses between members and join [CIE Digital Education Network](#): our institutional network for those interested in digital technologies for education.
- [Leading Learning and Teaching at Liverpool Network](#) (Academy/HSS)
- Academy Mentoring - [Strategic leaders of NSS Response](#)

# Learning Community

21. I feel part of a community of staff and students.
22. I have had the right opportunities to work with other students as part of my course.

## Resources

- Academy DPP- [Peer Assisted learning](#) - University wide pilot (Paul Redmond, Gita Sedghi, Rachel Collins, Kate Muarray & Joel Stanley)
- Academy DPP- [Creating Communities](#) (Cath MnNamara)
- Academy DPP - [Building communities of practice for educational development](#) (Monica Chavez)
- Academy DPP - [Developing collaborative online international learning projects](#) (Terry McNulty, John Green, Dane Anderton, Severina Cartwright, Ahmed, Al-Abdin)
- For more tips on building student and staff/student communities see the following CIE guides: [Fun student activities that build cohort cohesion](#); [Cultural integration of home and overseas students](#); [Building staff/student communities through public facing online spaces](#) CIE On-Demand course on 'Belonging' currently being developed – contact [cie@liverpool.ac.uk](mailto:cie@liverpool.ac.uk)
- Resources and case studies on collaboration, group work and group assessments, peer learning (Buddycheck, peer-assisted learning, fun student activities guide)
- See the following CIE guides for effective group working and assessment: [Using peer review for evaluation of group work](#); [Designing peer learning groups and activities](#); [Designing multi-cultural group work](#); [Guide to Online Group Work](#); [Using technological tools to enable group work](#); [Using Canvas and Buddycheck for peer evaluation of group work](#)

## Workshops

- CIE support, in collaboration with staff in Careers, for Education for Sustainable Development (ESD) activities include the creation of the '[Student Sustainability Network & Sustainability in Action](#)' course enables students to engage with peers in other subject areas and contribute to this important societal initiative.
- CIE consultancy on designing programmes/modules to promote student belonging
- [Resources and case studies](#) on collaboration, group work and group assessments, peer learning (Buddycheck, peer-assisted learning, fun student activities guide)
- [CIE Workshops](#) and [resources](#) on using digital platforms for collaboration and also Active Learning, e.g. polling, online group work, using games in teaching etc.
- Academy [DPS Achieving change](#)

## Programmes

- [FLTHE Stage 1](#)
- [FLTHE Stage 2](#)
- [PGCAP](#)

## Networks & Peer Learning

- [Leading Learning and Teaching at Liverpool Network](#) (Academy/HSS)
- Academy Mentoring - [Strategic leaders of NSS Response](#)

# Student Voice

---

23. I have had the right opportunities to provide feedback on my course.
24. Staff value students' views and opinions about the course.
25. It is clear how students' feedback on the course has been acted on.
26. The students' guild effectively represents students' academic interests.

## Resources

- Academy DPP - [Engaging students in their learning: voice, partnership, and co-creation](#) (Camille Kandiko)
- CIE case studies on student partnership, e.g. [student-staff partnership](#)

## Workshops

- CIE consultancy on course design including methods and options for collating student feedback and closing the feedback loop.
- CIE consultancy on course evaluation and curriculum review methods (from focus groups, survey methods to nominal group, using technologies for feedback etc.)
- CIE support for ESD Guild activities including projects on [sustainability curriculum mapping](#) and promotion of the [Student Sustainability Network](#) enables students to give feedback on sustainability in the curriculum.

## Programmes

- [FLTHE Stage 1](#)
- [FLTHE Stage 2](#)
- [PGCAP](#)

## Networks & Peer Learning

- [Leading Learning and Teaching at Liverpool Network](#) (Academy/HSS)
- Academy Mentoring - [Strategic leaders of NSS Response](#)
- Academy LFN - [Student Voice](#)

# Key Contacts

---

## The Academy (Academic Development Team)

The [Academy's Academic Development](#) webpages

Name	Job Title
<b>Dr James Howard</b> (PFHEA)	Director, The Academy
<b>Dr Sue Bolt</b> (PFHEA)	Head of Academic Development, DoS Online MA AP
<b>Dr Charles Buckley</b> (PFHEA, NTF)	Editor Developing Academic Practice Journal, NTF/CATE, Ethics, External Examining, ADEV770
<b>Dr Siân Etherington</b> (SFHEA)	FLTHE, Assessment & Academic Integrity Network, ADEV710
<b>Dr Laura Hills</b> (SFHEA)	ULTRA, LFN, ADPS, APP, Leading Learning and Teaching at Liverpool Network, L&T Fellowships
<b>Dr Eli Saetnan</b> (SFHEA)	Academic Advising Network, PGR Supervisor Development, ADEV701/702, ADEV730
<b>Ms Judith Schoch</b> (SFHEA)	DoS MA AP, ADEV700, ADEV720, Peer Observation

## CIE (Centre for Innovation in Education)

The [CIE's](#) webpages

Name	Job Title
<b>Dr Ceri Coulby</b> (SFHEA)	Director, Centre for Innovation in Education
<b>Dr Tunde Varga-Atkins</b> (PFHEA)	Senior Educational Developer, faculty link for HLS
<b>Joanna Cheetham</b> (FHEA)	Senior Educational Developer, faculty link for HSS (except ULMS)
<b>Nick Bunyan</b>	Senior Educational Developer, faculty link for Sc&E
<b>Nick Greer</b> (SFHEA)	Academic Manager, Liverpool Online, Kaplan-UoL online learning development

