



Academic and
Professional Development



2010/11 REVIEW

LSE's Academic and Professional Development Division (APD) was formed in July 2005 to co-ordinate expertise and help deliver the School's strategic priorities in three key areas: maximising student potential, supporting research excellence and improving teaching quality. The three partners, LSE Careers, LSE Language Centre and LSE Teaching and Learning Centre, have, since 2009, collaborated with LSE100 which was set up in response to the LSE Teaching Task Force to extend and enhance the undergraduate curriculum. The four teams each provide their own distinctive array of activities aimed at students and academic staff and also work together on a number of collaborative projects. This review draws together examples of both of these approaches, demonstrating some of what has been achieved over the last few years.

The review is split into three main sections, with features highlighting the work of each APD partner scattered throughout.

- The first section highlights our work with students, focused on developing capacity for personal development planning to help students maximise their potential both while at LSE and subsequently in their future careers.
- The second section highlights the academic and professional development opportunities offered to PhD students and staff in their research roles, in support of research excellence.
- The final section summarises some of the main initiatives that APD has been involved in arising from the Teaching Task Force to improve both the quality of and rewards for teaching at LSE.

APD is now embarking on its next three year plan. We will continue with much of what we have done in the past, with particular emphasis in the next three years on developments to the student experience through the Maximise Your Potential programme and the new Language Policy, enhanced careers support to meet changing employment market demands, strengthening of provision for PhD student and supervisor guidance, and continued emphasis on celebrating and supporting the diversity and inclusivity of the LSE community. Further detail about these developments and others can be found at pages 22-23.

2010/11 HIGHLIGHTS

Maximise Your Potential, a cross-APD programme for undergraduates, offering Language Tasters, Careers Insights and LSE GROUPS supervised research projects, was successfully piloted in June 2011



Maximise Your Potential

LSE ranked 1st for employment in Sunday Times University League Table 2012 based on 2010/11 leavers



LSE Day of Languages in HE – an event for all staff to underline the School's commitment to the promotion of language learning and to launch the LSE Language Policy



Feedback guidance – the launch of a series of publications for teachers and students offering guidance on giving and receiving feedback



LSE100: The LSE Course – the first compulsory year, following the successful pilot, of LSE's flagship "Thinking like a social scientist" course



100.

DisabilityIdentity 2011 – inaugural LSE-hosted conference led by and for disabled academics across the UK, to examine and celebrate disability identity



Staff Counselling Service – the launch of an in-house dedicated counselling service for staff



Successful accreditation for LSE Careers against the Matrix Standard, a national quality mark for advice giving services



LSE Research Day – a cross-LSE event for PhD students and early career researchers, with the poster exhibition as centrepiece



"Holiday" language courses – a first-time offering that saw 140 people (a mix of LSE staff, Summer School students and the general public) take a total of 19 courses in 8 different languages



MAXIMISING STUDENT POTENTIAL

APD complements departmentally based learning with a wide range of academic, professional and personal development opportunities.

MAXIMISE YOUR POTENTIAL 2011

The first of APD's Maximise Your Potential specials – a fortnight of free, post-exam activities for undergraduate students – took place at the end of June 2011.

LSE Careers offered Careers Insights, a range of events and advice particularly suitable for final year undergraduates but of interest too to those wanting to get a head start on careers planning or for those seeking holiday or short-term employment. There were sessions on writing CVs, cover letters and application forms; group exercises for assessment centres; and workshops on presentation skills, interview success and marketing to recruiters.

Language Tasters were run by the LSE Language Centre, and gave nearly 200 students the opportunity to attend a week-long course in Arabic, German, Italian, Japanese, Mandarin, Portuguese, Russian, Spanish or English for Careers Success. Classes, run for two hours each day over the week, were designed to be fun but provide a foundation for either informal, holiday-style conversation or for further study, or, in the case of English for Careers Success, language for CV writing and interviews.

LSE's Teaching and Learning Centre ran LSE GROUPS (Group Research Opportunity Undergraduate Projects), that offered students the chance to participate in a two week original research project. The maximum number of 36 students signed up and were divided into groups of mixed years and mixed disciplines, each of which was assigned a teacher from LSE100 trained in supervising groupwork. The overall theme was sustainability, with a focus on either London or LSE, and the groups came up with a fantastic array of projects, from the sustainability of the Royal Wedding to what motivated the choice of bus as a mode of transport in Westminster.

The initial Maximise Your Potential concept appears to have been successful in extending LSE's provision for personal development planning for students and will be extended in the coming three years (resources permitting). The outcomes for students will be captured to meet new HEFCE requirements for the student Higher Education Achievement Record.



The winners of the LSE GROUPS best conference presentation, which examined the role of information, education and incentives in the implementation of environmental policies across London universities



The team behind the winning LSE GROUPS conference paper, which looked at the effect of community participation on social sustainability in Greater Carpenters, a part of Stratford that falls within the 2012 Olympics development zone

"LSE GROUPS allowed me to challenge myself by working in a team, which I had never done before, and certainly gave me an insight into the research process."

LSE GROUPS participant



Both winning LSE GROUPS teams had their papers accepted for presentation at the British Conference of Undergraduate Research in March 2012

STRENGTHENING ACADEMIC LEARNING



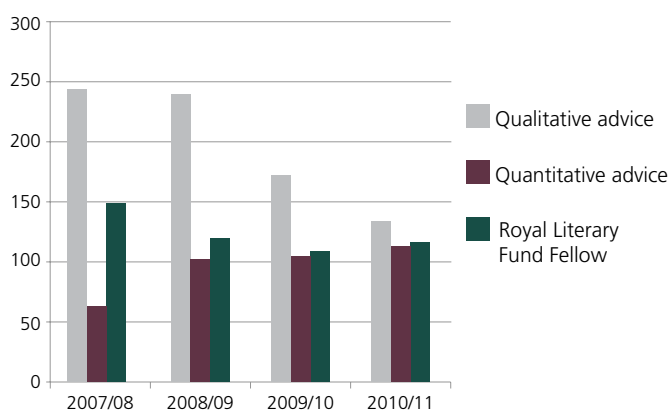
Provision of a wide range of study advice events and support for taught students continued to be core to the LSE Teaching and Learning Centre's activity. The year-round cycle of lectures, workshops, one-to-one advice sessions and the termly *Study Matters* newsletter were supplemented by several special

"seasonal" events, including MSc Dissertation

Week, a comprehensive programme of dissertation support delivered by LSE teaching staff, specialists from support services across the School and outside experts, which attracted some 1,460 students. For the first time and in response to students' requests, additional exam preparation sessions were provided during the Easter break and attended by over 250 students. The Centre also published a guide for students about feedback, encouraging the idea that it can be most effectively delivered, and received, when seen as a dialogue between teacher and student.



One-to-one advice: students seen (unique)



The Teaching and Learning Centre continues to offer one-to-one and group study advice sessions. The apparent decline in qualitative one-to-one take-up is due to concerted work by the Centre to encourage departments to embed more such support in programmes, with several joint departmental/Teaching and Learning Centre projects having taken place.

The study advice programme has been supplemented in recent years by the Royal Literary Fund Fellowship scheme



where published authors are funded to spend 2-3 days each week offering one-to-one advice on writing style, structuring and editing. This much appreciated support is being increased in the 2011/12 year. In 2010/11 there was a notable change in how students heard about the service: the biggest category of students (35%) came as a result of recommendations from their tutors, compared to friends' recommendations and website promotions which have featured strongly in recent years.

"My aim this year was to get more failing or struggling students, which is a group particularly satisfying to work with."

Sarah Salway, Royal Literary Fund Fellow

LSE DisabilityIdentity 2011

The first DisabilityIdentity conference was held at LSE in 2011, supported by the LSE Annual Fund. A team including disabled PhD students organised the conference and all presentations and conference entertainment were delivered by disabled people. Attendance ran at maximum capacity.

"The conference at LSE was, in 15 years I've had of attending events to do with disability etc, quite the best one I've ever been to and taken a part in ... a seminal event in disability politics, and social practice."

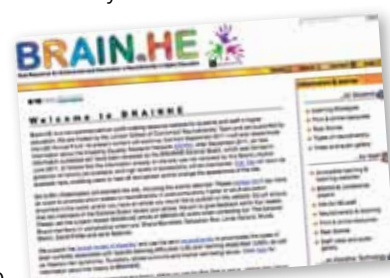
Mat Fraser, DisabilityIdentity 2011 guest host



The inaugural Access to Employment, a careers event for disabled students from both LSE and Imperial College London, took place in November 2010. Organised by LSE Careers and the Disability and Well-being Service, it was hosted at Goldman Sachs and attracted

30 students, all of whom rated the event as "good" or "excellent". The two services also co-represented LSE later in the year at a Disability Café – a forum for graduate recruiters wanting to know more about disability issues.

The Neurodiversity Service ran a one-day assistive technology conference in collaboration with the Centre for Learning Technology and is now hosting the BRAIN-HE website, a national resource for neurodiverse students.



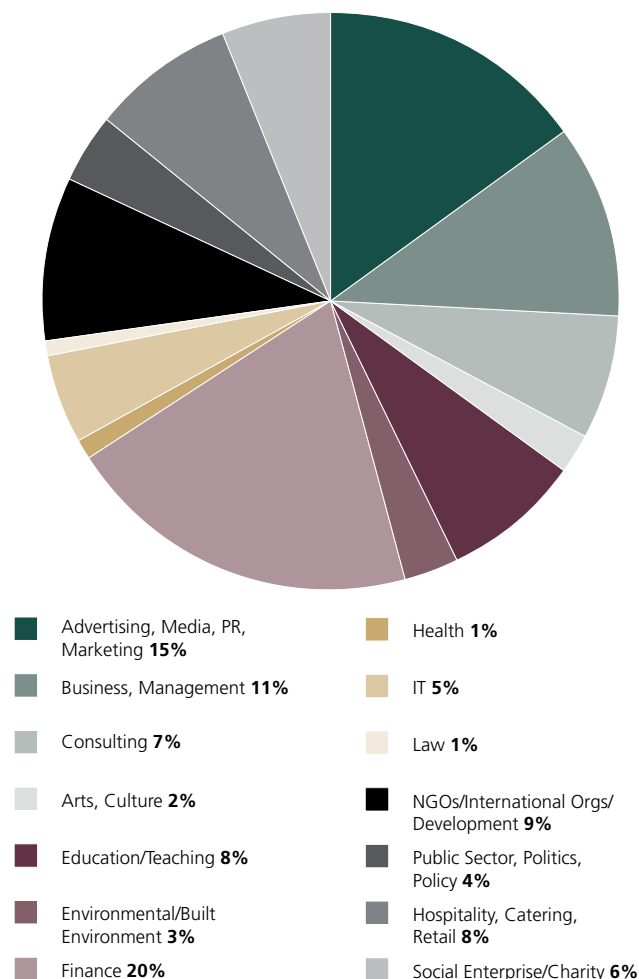
Students at all levels continued to benefit from the expertise and experience of the LSE Careers service, which was ranked the top university for employability in the 2012 Sunday Times University Guide league table (based on 2010/11 leavers) and awarded the Matrix standard for its advice and guidance provision in July 2011.

98% of users would recommend a careers advice appointment to a friend

Students benefited from a total of almost 8,000 one-to-one appointments in the 2010/11 year, with a 57% increase in take-up of 30-minute "guidance appointments" and a 52% increase in the number of mock interviews undertaken.

Despite continued uncertainty in the graduate labour market the number of vacancies advertised directly to LSE students increased by 23% and represented a diverse range of sectors.

Vacancies advertised to LSE students by sector, 2010/11



INTERNSHIPS AND OTHER OPPORTUNITIES

A continuing core plank of the LSE Careers service is its Graduate Internship Scheme which provides opportunities for LSE graduates to work in departments across the School. Launched in 2009, the scheme has proved very popular with students and all of the interns completing placements to date have moved on to graduate level employment. In addition to these internal opportunities, LSE Careers sourced 200 external postgraduate internships in areas as disparate as fashion and finance.

The HEFCE award which funded the outreach work necessary to source these external internships ceased at the end of the 2010/11 session but LSE Careers aims to find ways to continue supporting the activity. Meanwhile, international events continued to evolve, with the series of Careers Fairs in Asia growing this year to include a fair in Beijing as well as Hong Kong, Shanghai and Singapore, and the Brussels event extended to include a post-fair networking session organised with alumni working within the European Commission.



LSE alumni at the European Commission



In conjunction with the LSE Students' Union and with the support of LSE's Pro-Director Teaching and Learning, LSE Careers' Volunteer

Centre developed and launched the LSE Volunteering Pledge. Championed by the National Council for Public Engagement, the pledge sets out LSE's commitment to supporting volunteering across the School. A survey of organisations which had engaged with the Volunteer Centre during 2010/11 revealed that 87% would recommend the service to their colleagues and peers.

"There is a very positive attitude throughout the LSE Careers service to continuous improvement and learning that is clearly beneficial to the individual service users and the organisation as a whole."

John Pawset, Matrix assessor, July 2011

LSE GRADUATES SIX MONTHS AFTER GRADUATION: FINDINGS FROM THE DESTINATION OF LEAVERS FROM HIGHER EDUCATION (DLHE) SURVEY

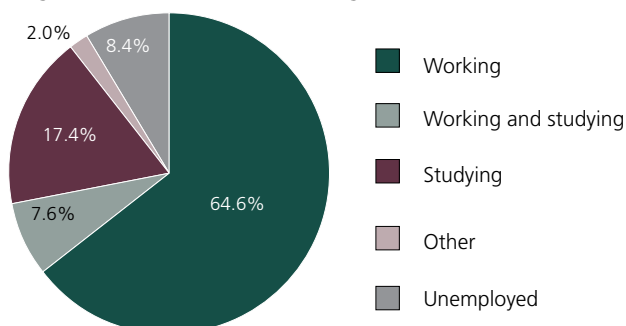
Key findings

- The number of “underemployed” LSE graduates remains very low: 94.6% of working graduates were in graduate level jobs, compared to the national average of 64.9%.
- Although the total percentage of unemployed LSE graduates was 8.4% – 1% higher than the national average in the survey – the comparable level of unemployment is lower, at 7.1% (the DLHE survey does not include data from non-EU graduates).
- The number of graduates entering the financial sector dropped by a further 3% – making a total drop of 9.2% since 2007/08 – and there was a 6% decrease in graduates working in government positions. The Civil Service was joined by the UN as LSE’s top employer for the first time – 41 graduates joined each organisation – and there was an increase in graduates joining the development, charity, education and consultancy sectors.

About the survey

- The national DLHE survey captures the destinations of leavers six months after graduation, and it is compulsory for all Higher Education Institutions in the UK to take part.
- Because the destinations data is analysed against all other HEIs, the survey has strict census dates and requires high response rates.
- In most major league tables, only responses from first degree (undergraduate) UK and EU are used. The DLHE survey does not require responses from non-EU students, however LSE surveys all graduates to gain a more representative view of our international student body.
- Those surveyed for this data graduated from LSE between 1 August 2009 and 31 July 2010.
- 2009/10 response rates:
UK full time: 79.5%
UK part time: 72.5%
EU: 62%
Non-EU 46.8%

LSE graduates six months after graduation



DLHE trends by employment sector			
	2007/08	2008/09	2009/10
Banking and financial services	32.1%	25.4%	23.8%
Accounting	3.5%	4.0%	2.6%
Law and legal services	4.9%	6.3%	3.0%
Education	9.4%	8.7%	14.0%
Consultancy	5.0%	7.2%	8.9%
Central and local governments	13.1%	17.0%	10.9%
Research	5.5%	6.6%	2.8%
Media (including publishing)	3.5%	4.1%	3.7%
Development, NGOs and international organisations	6.7%	7.9%	11.5%
IT - hardware, software and IT services	0.6%	0.2%	2.4%
Oil, gas and petroleum	0.4%	0.7%	1.4%
Other	15.3%	11.9%	15.1%

LSE GRADUATES THREE YEARS AFTER GRADUATION: FINDINGS FROM THE LONGITUDINAL DESTINATIONS SURVEY

Key findings

- 99.3% of graduates were employed or studying three years after graduation.
- The average mean salary for LSE graduates three years after graduation was £43,316. The median was £37,000 – almost 50% higher than the national average for the same cohort (£25,000).
- 51.4% of first degree graduates went on to further study, 48% of whom are still studying.
- 24% of taught postgraduate leavers continued in education, 36.2% of whom for a doctoral qualification.
- Early results from the survey of 2008 graduates – unemployment rate remains low at less than 2%.

About the survey

- Each summer, LSE contacts a cohort of students that have graduated three years previously. The aim of the survey is to find out more about the longer term career development of LSE graduates.
- LSE runs this survey independently. All comparative data used is from the national longitudinal survey of the same year group commissioned biannually by HESA, which uses a large representative sample of graduates throughout the UK.
- Response rates: Class of 2007: **20%**

Class of...	Working	Working and studying	Studying	Taking time out	Un-employed
2004	80.8%	9.9%	7.5%	1.4%	0.4%
2005	83.0%	13.0%	2.9%	0.5%	0.6%
2006	81.4%	12.0%	5.0%	1.0%	0.6%
2007	80.1%	13.3%	5.9%	0.0%	0.6%

SUPPORTING WELL-BEING ACROSS THE SCHOOL

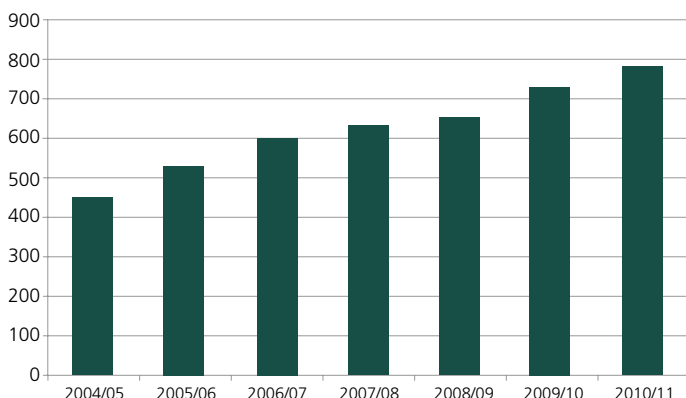


LSE's Student Counselling Service continues to be an extremely well used resource by students wanting to cope more effectively with any personal or study-related difficulty while they are at the School. In 2010/11 a total of 733 students attended one-to-one sessions – an increase of 5.7% on the previous year and a significantly higher proportion of the student population as a whole (8.1%) compared with other Russell Group universities (average 4%).

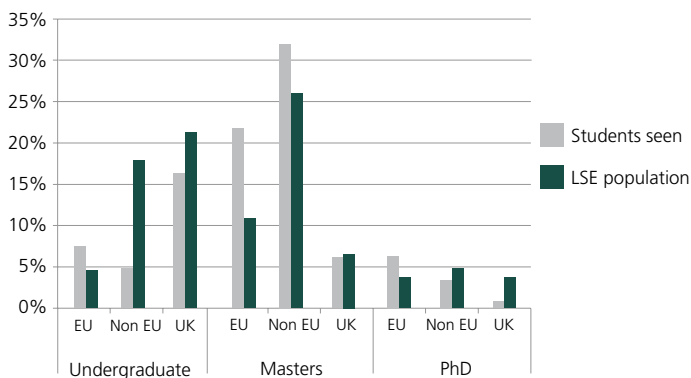
"Coming from a state school background, I felt very ill-equipped compared to the apparent ease and confidence of many of the other students ... I have been ambivalent to the idea of therapy before; however, I now feel that the Student Counselling Service was an integral part of the great learning experience that LSE has been for me generally."

MSc students continue to be the largest single user group of the service (60.4%) and there is particularly high demand from international MSc students (53.4% of all clients), for whom the pressures of being at LSE are perhaps particularly intense.

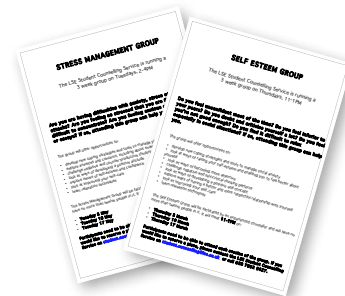
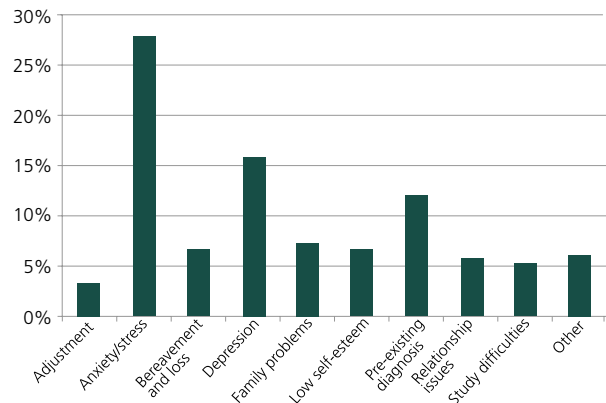
Student Counselling Service: student numbers



Student Counselling Service: nationality and degree



Student Counselling Service: presenting issues



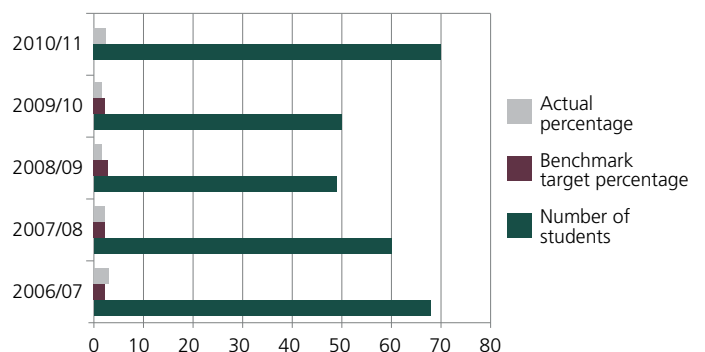
LSE's Student Counselling Service also contributed an important "resilience" strand to the study advice programme, delivering sessions on, among others, overcoming perfectionism, presentation skills and good writing psychology which were attended by a total of over 500 students. The

Service also ran a series of "therapeutic group workshops", at which students could address subjects such as stress management, self-esteem and mindfulness.

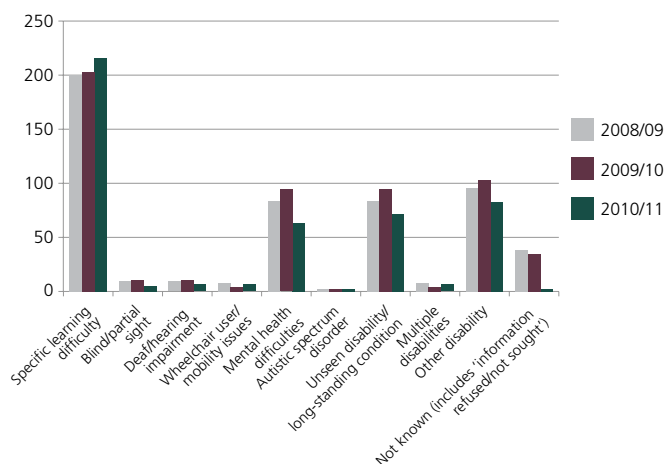


The Disability and Well-being Service produced around 500 Individual Student Support Agreements (ISSAs) and handled over 1800 one-to-one appointments with students over the 2010/11 year. The charts below show figures from the Higher Education Statistics Agency which indicate a fairly consistent achievement against sector-set benchmark targets over the past several years.

Students in receipt of Disabled Student Allowance (HESA statistics, for full-time, UK domiciled undergraduate students)



Presenting disabilities (HESA statistics, for all full-time, UK-domiciled students)



LSE's Teaching and Learning Centre works closely with LSE Residences, and particularly with its new Head of Residential Life, to support pastoral care in residences. Over the past five years, it has provided training for all wardens and sub-wardens (pictured)

and ongoing support to residences where difficulties arise (for instance, students experiencing serious mental health issues/illness). In 2010, a pilot "peer supporter" scheme was initiated, with 15 students trained in listening, observational and signposting skills, to bolster pastoral support in the Bankside Hall community.



The School welcomed a new Chaplain and Interfaith Adviser, the Reverend Dr James Walters, in September 2010. Alongside the regular Anglican Eucharist and Roman Catholic Mass celebrations hosted in the Chaplaincy, Dr Walters combined seeing a steady stream of students for one-to-one support and conversation with a range of more

formal events, including the Act of Remembrance on 11 November, a standing-room-only Christmas Carol Service, a Holocaust Memorial Day commemoration, a speaking engagement at the Islamic Society's Annual Dinner, a Faiths Fair on Houghton Street during Interfaith Week, and his own formal licensing at the School with the Bishop of London in attendance.



An in-house Staff Counselling Service was established in September 2010, replacing an externally provided service which had been offering counselling and advice to LSE staff since 2007. The ability of the new service to offer rapid response times and flexibility of appointments, along with a quickly established reputation for expertise and effective support, meant not only a record number of staff using the service (a four-fold increase in face-to-face appointments on the 2009/10 year) but also good feedback: 76% of users responded to an evaluation

sent out 4-6 weeks after their final session, and of those respondents over 68% stated that the counselling had helped them manage their problems more effectively.

"The LSE staff counsellors were wonderful at their jobs. They were warm, supportive and, for the first time in my experience, it really felt like they were helping to 'fix' me."

The LSE Teaching and Learning Centre funded a licence for the LSE Students' Union's Advice & Support Service to publish factsheets produced by the charity YouthNet on a range of issues of likely interest and concern to students, from drugs and alcohol to visas and employment.



BOOSTING STUDENTS' LANGUAGE SKILLS



Language Centre

At a time when renewed value is being placed on students' ability to learn languages, the experience and expertise of the staff in LSE's Language Centre continue to be in great demand.

The 2010/11 year saw several highlights: the introduction of a new LSE Language Policy, Language Tasters offered as part of the division's Maximise Your Potential initiative for undergraduates and the highest satisfaction rate accorded to a degree programme at LSE.

The "light touch" LSE Language Policy, launched at the LSE Day of Languages in HE event in March 2011, underlines the School's commitment to language learning and recognises its value for the student population, especially among mono-linguists. The key elements of the policy are

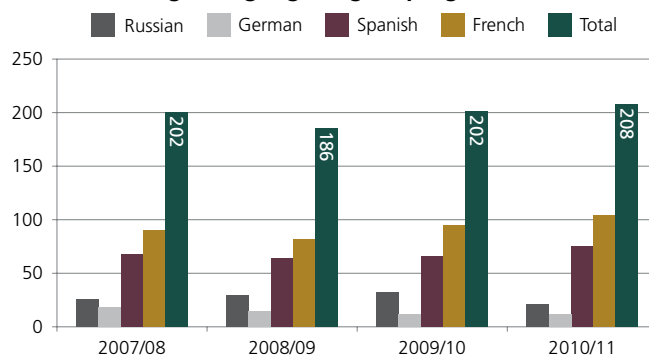
- An exhortation from LSE's Director to learn a language
- Getting greater departmental buy-in to the idea of language learning
- Branding LSE as not just a multi-national university but also a multi-lingual one
- Clear statements of support for languages in all relevant promotional materials
- Stressing the importance of language skills not only for employability but also for intellectual value
- Offering a free MFL certificate course to all UK/EU undergraduate students who do have a GCSE Grade C or equivalent in a foreign language that is not their mother tongue

"The new Language Policy is a good example of the way you can tailor a policy to fit not just an institution but also a company, a town or even a country. The main thing is to make sure that the ideas fit the target group and not simply force things through."

Nick Byrne, LSE Language Centre Director

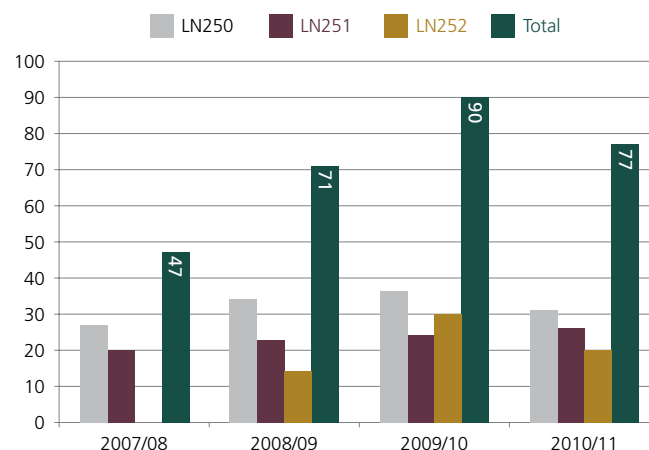
The Centre continued to offer its various degree programmes and certificate courses, with, in many cases, sustained if not increased take-up in comparison with recent years. Degree programmes – both Modern Foreign Language and Literature – have grown 500% (from around 60 to 300 students) since the Language Centre was established in 1999, and have now earned a permanent place at the School. In the LSE Students' Union written submission to HEFCE in 2010/11 the LSE Language Centre scored 96.5% "very satisfied" or "fairly satisfied", the highest of all academic departments. Similar high satisfaction rates are found in each area of its EAP (English for Academic Purposes) operations, as well as its Certificate Courses which offer sound tuition at a reasonable rate.

Modern Foreign Language degree programme



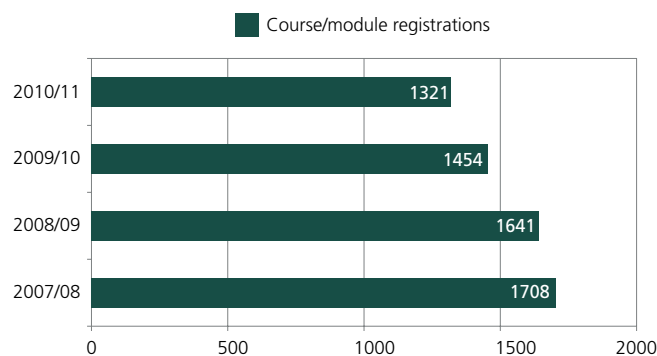
Record levels of interest in Spanish and French contributed to an overall record total take-up for the Language & Society option in 2010/11 and several successful study visits took place during the year.

Literature and Society degree programme



A lower overall figure in 2010/11 compared to the previous year, but satisfaction rates remain extremely high. One highlight of the year was a stage production, connected to one of the courses, in which Howard Davies took the lead role.

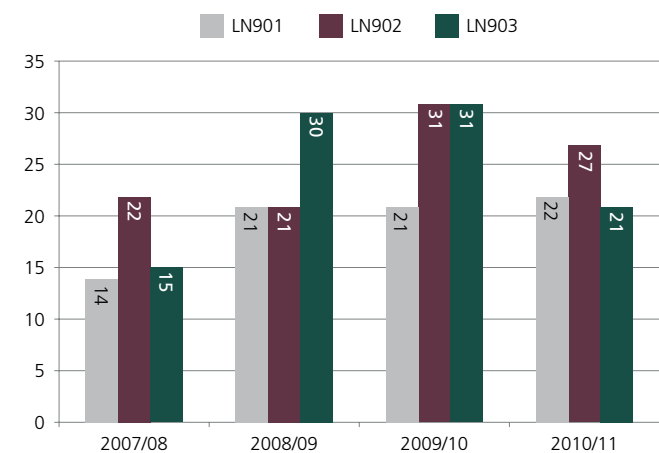
Certificate Course programme



The fact that students and alumni pay for these classes is probably the biggest factor in the decline in take-up, but it is hoped that the new Language Policy will renew interest in them.

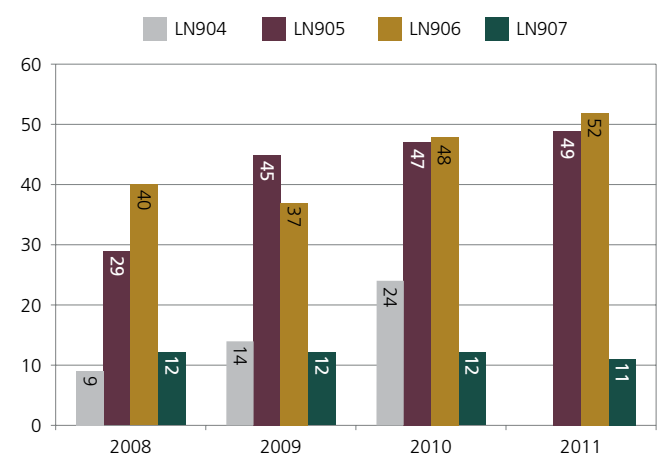
The English for Academic Purposes courses – offered at foundation, pre-sessional and in-sessional stages – retained their popularity and indicate a continued awareness among students for “fit for academic purpose” English.

EAP foundation course



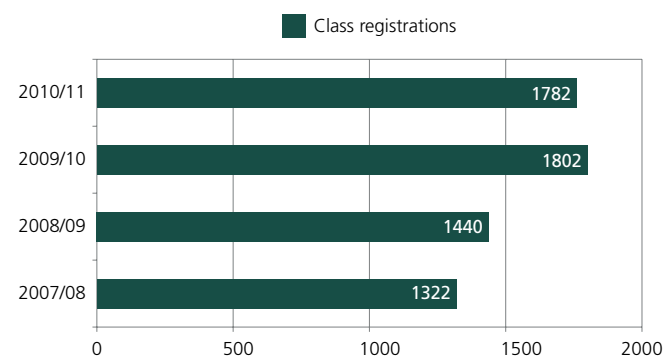
The high cost (£11,000) for this course, combined with the fact that students who successfully complete it are not automatically guaranteed a place at LSE, may account for the decrease in take-up. Nevertheless, the course remains popular and is a useful marketing tool and income provider for the School.

EAP pre-sessional course



Numbers here are stable, but take-up is lower than at other institutions, again perhaps down to the lack of financial incentive offered by the School.

EAP in-sessional course



Numbers remain very high, in part due to an increase in subject- and department-specific provision and to cross-promotion for APD's services across the entire division.

In addition to these established opportunities, the LSE Language Centre is involved in several applied research and outreach projects.



Routes into Languages is a consortium of universities working together with schools and colleges, to enthuse and encourage people to study languages.

One element of it, which has proved very popular with secondary schools, offers workshops on digital storytelling that allow students to practise their written and spoken language through a personal (or group) project. The workshops are directed either at teachers, who are trained to use the software and run the activity in their own classes, or direct to students.



This headline project, in which LSE's Language Centre has been involved since 2009, completed in September 2011 with the publication of *Languages in Europe Towards 2020*. Based on the discussions and debates which took place throughout the project this document provides a framework for future consideration of language policy in Europe and includes a review of current policy and policies at European and state level, an analysis of how things are changing and suggestions for future action in relation to such central issues as the future model of language policy, the lingua franca, multilingual education, languages beyond school (including the importance of immigrant multilingualism), languages and the Worldwide Web, and multilingual cities.

“Language skills should be considered a key to personal development and a way to broaden one’s horizons.”

Emanuela Tenca, Università degli Studi di Parma, and participant in LETPP’s Student Voice, which invited students across Europe to share their vision of what European language policy and multilingualism should look like in 2020

2010/11 was the first compulsory year of LSE100, an innovative, interdisciplinary course for all first and second year undergraduates whose aims are:

- To deepen and broaden students' understanding of social scientific thinking, with its core elements of evidence, explanation and theory.
- To strengthen the critical methodological, information and communication skills that underpin the study and application of the social sciences.

A focus on methodological issues and skills development has been integral to LSE100 from its inception, making it highly complementary to students' other courses and a useful "testing ground" for approaches to undergraduate learning in general.

"I understood my own subject more because of LSE100. I understood why we were analysing certain things in certain ways. ... The breadth of skills that the course has covered has been huge."

LSE100 student

One important way in which these skills are being developed is the use of LSE100 Special lectures which complement the methodological issues raised in the module lectures by providing a more in-depth focus on areas such as causality in the social sciences (Luc Bovens, Philosophy), the role of questions in research and learning (Tim Leunig, Economic History) and effective communication (Conor Gearty, Law).

At the heart of the strategy for embedding skills development has been the analysis and development of feedback and referral mechanisms, delivery of small group classes and use of new technologies, many of these designed and delivered in collaboration with academic support services across the School. The LSE Language Centre, for instance, provided an academic language self-testing resource on Moodle for students who may not be familiar with writing in an academic style, and a short video about planning for the assessed essay, which was viewed 2060 times, was produced with the LSE Teaching and Learning Centre.



METHODOLOGICAL SKILLS

Evaluate and **interpret** evidence of different types, including documentary and other qualitative sources as well as statistical data.

Explain the respective roles of, and interaction between, questions, theories, evidence and explanations in the social sciences.

Identify the role of counterfactuals in social science explanations.

Analyse a contemporary social problem using theoretical perspectives from more than one social science discipline.

INFORMATION SKILLS

Find and access information relevant to social science problems, making use of good searching principles and techniques.

Evaluate information sources, distinguishing scholarly sources from other content and critically assessing information from internet and other sources.

Manage information – and reduce information overload – using online and other resources as well as appropriate citing and referencing techniques.

COMMUNICATION SKILLS

Construct coherent and persuasive arguments – both orally and in writing – on current issues in the social sciences, structuring the arguments logically and supporting them with relevant evidence.

Plan and deliver an engaging and well-argued presentation that coherently addresses both question and audience.

TEACHER TRAINING

Teacher training and support is a key focus of LSE100, as GTAs and LSE100 Fellows are often teaching outside their subject area. Pre-term training sessions are reinforced by weekly refresher sessions and detailed Teachers' notes are created for each week through collaboration between the Director of LSE100, the educational developer and the Fellows responsible for the modules. More details on training and support can be found on pp.18-19.

LSE100 Fellows and GTAs also play a central role in the evaluation and development of the curriculum, with regular module reviews to identify how the classes and learning materials can be improved.

REFERRALS

As a compulsory course for all first and second year students, LSE100 is uniquely positioned to act as a portal for School-wide learning support.

Recommendations:

You might find it useful to get further advice:

- ☐ LSE100 essay writing tutorial on Moodle
- ☐ LSE100 Writing Lab appointment
- ☐ An office hour discussion with me. My ne
- ☒ Language Centre class on
- ☐ Teaching and Learning Centre session on

Working closely with its APD partners the LSE Teaching and Learning Centre and the LSE Language Centre, LSE100 has developed training and guidance for its class teachers to enable them to identify students who may benefit from additional support and to refer them appropriately and sensitively. Class teachers are thus able to effectively refer students whose written or spoken English might benefit from further support, and also to recognise other common underlying causes of weaker performance.

FEEDBACK

Supporting skills development has required an effective strategy for feedback on the course. While it was clear from the beginning that feedback would need to be well-aligned with the learning outcomes, course materials and assessment, evaluation of the pilot (run in the 2009/10 session) indicated that feedback would be more effective if it were also

- “just in time”, timed to match student needs;
- varied, to accommodate different learning styles; and
- relationship-based, to facilitate both skills and personal development.

As a result, feedback on LSE100 is now concentrated in key periods of each term, when students have just submitted work or are preparing for their next assignment. It also takes different forms for different assessments, including written comments, audio feedback (via mp3 files that students can download) and compulsory personal appointments in office hours. The intention is that frequent, varied, personalised, structured and well-aligned feedback will have a positive impact not only on skills development but on students’ personal development as well.

The clear upward progression that was evident in marks from the first two formative assignments of Lent Term 2011 to the summative assignments at the end of that term suggests that the strategy has been effective.

One of the course’s key overarching aims is the sustainability and enhancement of LSE students’ employability. For the second year running LSE100 presented at the LSE Careers Graduate Recruitment Fair, where again the course was well received. Over 83% of employers agreed that “LSE100 makes LSE graduates more attractive as potential employees”.

USE OF NEW TECHNOLOGY

Another key feature of the course is its embedded use of new technology. In addition to the wide range of Moodle resources mentioned above, LSE100 pioneered use of:

Turning Point, a personal response system (PRS) that enables students to click their personal keypad in “real time” to indicate possible misunderstandings or confusions about points being made in lectures.

Muddy points

LSE100 has a dedicated SMS line for students to text in (anonymously) their questions about any confusing or “muddy” points from lectures.

Audio feedback (see left) has been used for individual feedback on the second formative assessment in the Lent Term and group feedback on the third summative assessment in the Michaelmas Term of LSE100.

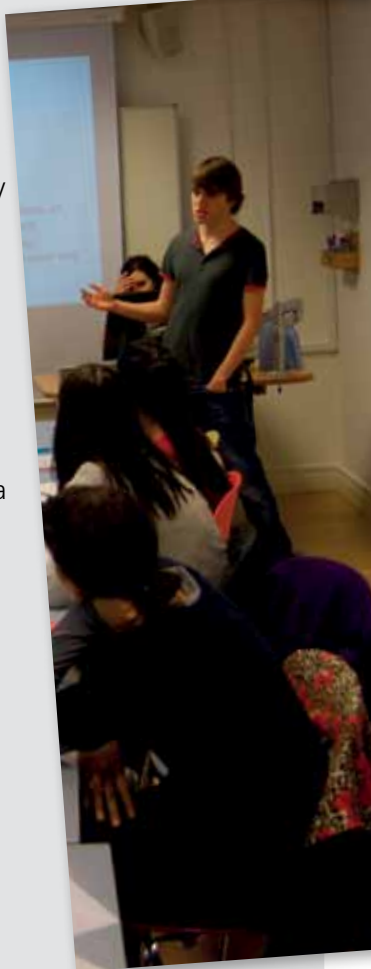
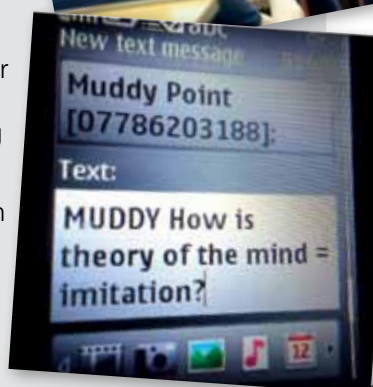
SKILLS DEVELOPMENT IN CLASSES

Skill development is embedded into classes through analysis of different forms of evidence – from probability distributions to primary source documents – and of competing theories and explanations.

The intense focus on written argumentation in the first term is complemented, later in the course, by a group presentation project, which is summatively assessed and involves both peer assessment and a self reflection exercise.

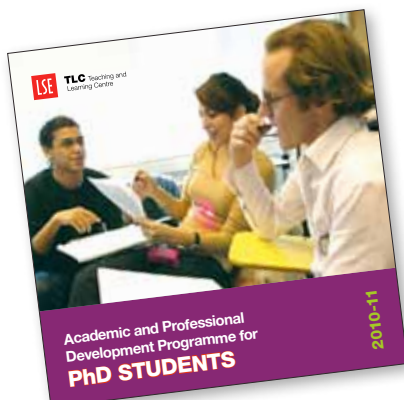
“... usually I am not someone who enjoys groupwork to a very high extent but this time I was truly surprised. The allocation of tasks was done fairly and equally. We met twice and at both times work was done quickly and discussions flowed ... [LSE100] was a great groupwork experience for me.”

LSE100 student



SUPPORTING RESEARCH EXCELLENCE

The importance that the School places on excellence in all its research activities, and the growing need to demonstrate the external impact of research, has underpinned the continuing development of various streams of support within APD for researchers at all levels.



The academic and professional development programme offered to LSE's PhD students continues to build on Professor Patrick Dunleavy's work *Authoring a PhD and developing as a researcher*. It includes support not only for the various stages of the PhD itself – from

planning the macro-structure of the thesis to preparing for the viva – but also for making the most of research within and beyond academia, with workshops on purposeful networking, communicating about research and a "Writing for the media" series. Many of these workshops encourage researchers to pursue specific outcomes. For example, the Writing for the Media series led to useful contacts for participants, resulting in stories in the *Guardian*: two on community policing (which received a total of 123 comments), one on carbon trading (119 comments) and a piece on pay inequalities (339 comments).

"I enjoyed the sessions because they offered opportunities to meet other PhD students ... They make you realise you're not the only person struggling through your PhD!"



Tony Buzan inspired PhD students to draw mind-maps during a session on creative and original research

Around 175 of LSE's research staff benefited from a second HEIF-funded academic and professional development programme which is tailored towards maximising research impact and offering information and guidance on funding programmes and applications. Some of the best received workshops in 2010/11 were those on research project management, practice conference presentations and a participatory "Talk your way into radio" session.

"I've never yet been disappointed by one of LSE's training courses for researchers. The instructors are excellent and the topics professionally relevant."

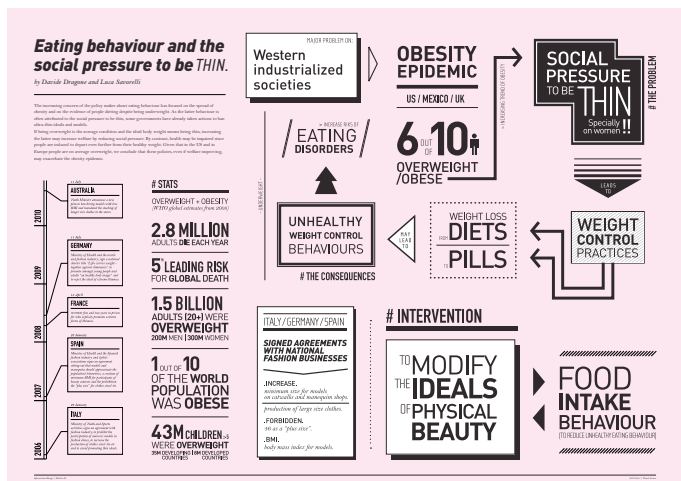


Freelance radio journalist Dinah Lammiman was one of several speakers at a workshop offering advice about writing pitches for broadcasters

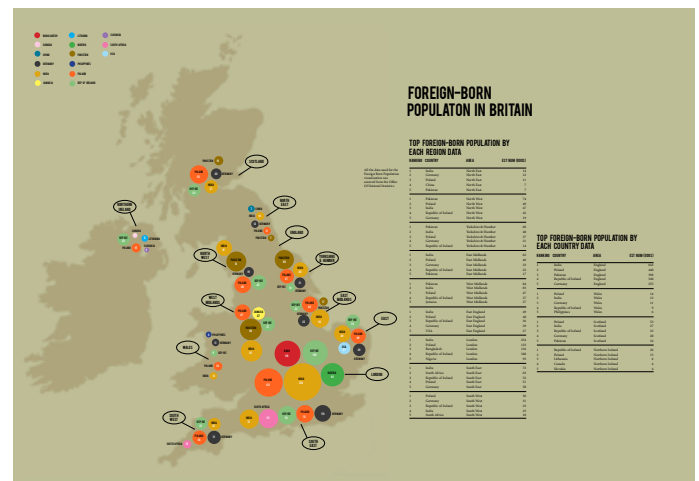
Academic and professional development programmes, 2010/11

	Numbers attending at least one workshop	LSE academic departments/ research centres represented	Overall experience rated excellent or very good	Likely to change work or research as a result	Would recommend programme to colleagues
PhD students	248	20	81.0%	94.5%	95.0%
Research staff	177	22	87.5%	97.5%	97.0%

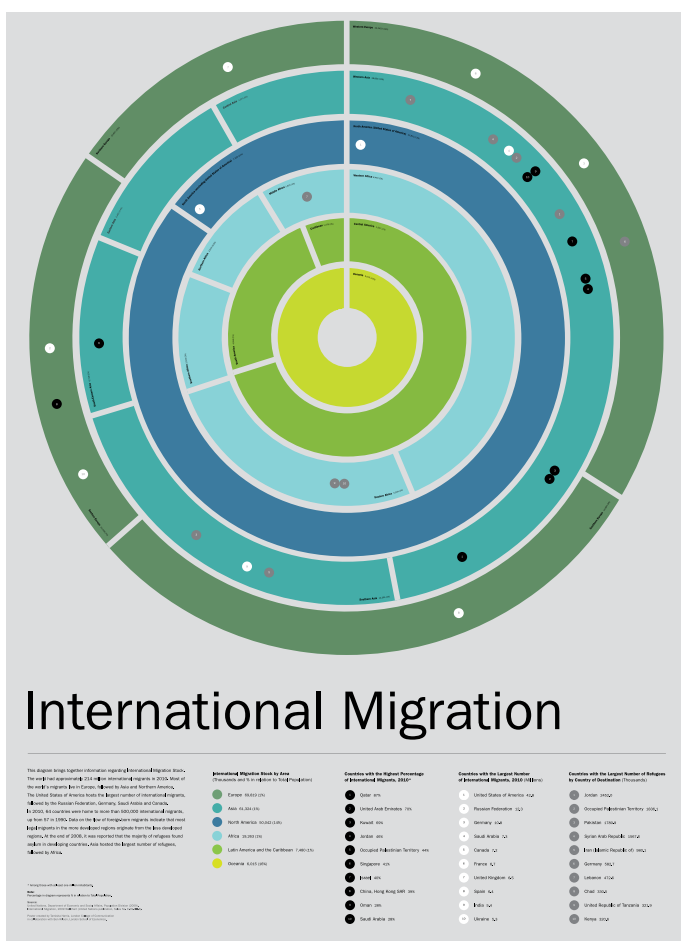
Visual Rhetoric, a project initiated by LSE's Methodology Institute and funded by the Teaching and Learning Development Fund, gave rise to an exciting collaboration between LSE's PhD students and Masters students at the London College of Communication (LCC). Pairs of students, one from each institution, worked together to convey the LSE student's research in as visually compelling a way as possible, with very elegant solutions, as seen here.



Eating behaviour. LSE researcher: Luca Savorelli; LCC designer: Tomas Lauro



Foreign born population in Britain. LSE researcher: Ben Wilson; LCC designer: Jonathan Holmes



International migration. LSE researcher: Ben Wilson; LCC designer: Tamisha Harris

LSE RESEARCH DAY 2011

A poster competition again formed the centrepiece of LSE Research Day 2011, with over 100 students, staff and external visitors coming to view the entries and vote during the afternoon. The event included several other "satellite events" – a panel of LSE experts discussing blogging, a Café Economique at which PhD students presented their research in five slides and ten minutes, a networking workshop – and ended with a party.



IMPROVING TEACHING QUALITY

The recommendations of the Teaching Task Force, approved by the Academic Board in 2008, have continued to shape APD's work over the past year, and we make use here of some of its key section titles to track specific achievements against those recommendations.

STAFF-STUDENT CONTACT AND FEEDBACK

Work was done to encourage both staff and students to make the most of contact opportunities, whether through more effective office hours, socially focused orientation events or embedding the idea of feedback as a constructive and meaningful dialogue.

APD aimed to establish itself as a good role model, with LSE100 offering variable weekly office hours, with increased provision during times of peak student demand, and the LSE Language Centre offering office hour sessions on many of its programmes.

1.1 Summary of responsibilities: departmental tutors and academic advisers	
The fundamental responsibilities of departmental tutors and academic advisers are set out in the School's Code of Good Practice for Undergraduate Programmes: Teaching, Learning and Assessment. See: lse.ac.uk/schoolRegulations	
Departmental tutor (DT)	Academic adviser (AA)
<p>To provide departmental orientation programmes for new and continuing students.</p> <p>To monitor the academic and pastoral care provided by members of his or her department, including the provision of reasonable adjustments for students with disabilities.</p> <p>To arrange regular termly meetings of the Staff-Student Liaison Committee (SSLC) and the nomination of a representative to the School's Undergraduate Students' Consultative Forum.</p> <p>To provide a direct channel of communication between the School and any student who is encountering academic or pastoral difficulties.</p> <p>To agree, where appropriate, a student's request for course choice outside the degree regulations.</p> <p>To agree, where appropriate, a student's request for a degree transfer.</p>	<p>To provide students with academic guidance and feedback on the students' progress and performance and to discuss any academic problems they may experience.</p> <p>To provide pastoral support on non-academic issues and to refer students, as necessary, to the appropriate support agencies within the School.</p> <p>To implement the provisions outlined in Individual Student Support Agreements (ISSAs) for students with long-term medical conditions, specific learning differences and/or disabilities in liaison with the School's Disability and Well-being Office (DWO).</p> <p>To maintain regular contact with the student on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in relevant handbooks.</p>

The LSE Teaching and Learning Centre's *Handbook for departmental tutors and academic advisers*, written with the support of the Student Services Centre, TQARO and the Deans' Office, articulated the responsibilities of the new academic adviser role and updated its guidance to departmental tutors on handling a wide range of pastoral and academic matters. The content of the handbook forms the basis of one of the sessions in the New Academic Induction Programme held in September each year, and of an annual briefing for departmental tutors organised in co-operation with the Dean of Undergraduate Studies.



A series of four publications offering guidance and ideas to staff for giving feedback – on essays, presentations, quantitative work and exams – was published during the year.

"The format used [on summative exam feedback for the PS102: Self, Others and Society course] followed the outline and process recommended in the Teaching and Learning Centre documentation. It was a very useful template."

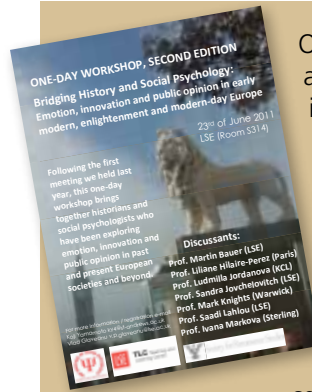
Bradley Franks, Institute of Social Psychology

TEACHING AND LEARNING INNOVATIONS

Over the past three years LSE's Teaching and Learning Centre has worked with academic departments on over 50 different teaching innovations, with funding of around £160,000 (of which £50,000 came from the Annual Fund) provided to support these activities. The Teaching and Learning Development Fund project reports are made available on the Teaching and Learning Centre website, write-ups included in *Teaching Matters*, and ideas arising shared with colleagues across the School through events, the annual Teaching Day in May (now in its fourth year), and the departmental consultancy work that goes on between the Centre's Educational Development team and academic colleagues. Projects have included support for some of the School's very large quantitative courses (see boxes below), developments to feedback to students, departmental guidance for graduate teaching assistants and projects aimed at getting improved insight into student course/programme feedback.

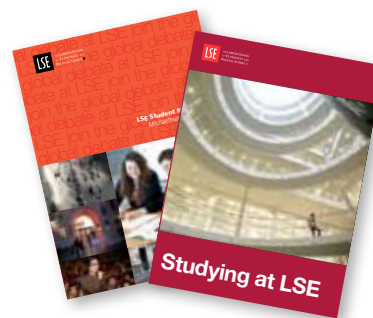
The AC100 project, a major overhaul of one of the Accounting Department's core undergraduate courses, saw the introduction of several new elements – summary reflection questions in lectures to provide students with an additional source of feedback, a mid-term test to enhance preparation and support for the summer examination, and electronic collection of homework essays through Moodle among them – and the consolidation of other already successful ones, such as peer-tutoring and student mentoring schemes. Student satisfaction rates on the course rose from 75.5% to 95.5% in the first year of the project (2008/09 TQARO teaching survey) and, in its second year, the failure rate dropped from 10% to 7% (a drop that did not compromise the overall integrity and quality standard, as the External Examiner confirmed).

Another core undergraduate course, ST102 in the Statistics Department, was developed with project funding. Moodle was enhanced significantly, with Echo capture recordings of all lecture and review sessions and the integration of a Q&A forum to allow students to post questions and receive answers (monitored by course lecturers and managers) from peers; fortnightly lecture review sessions throughout the year offered an alternative perspective and explanation of recent lecture material, providing students with a continuous opportunity to stay on top of material and digest it properly as the year progresses; and a course manager was appointed, to act as a point of contact for all those involved with the course and to ensure coherent management of it, including additional training and support for GTAs. This project also led to improved student satisfaction and better examination results, with a drop in the failure rate and a higher proportion of students achieving a 2:1 or higher in 2009/10 compared to earlier years.



Other projects funded by the Teaching and Learning Development Fund included an exam revision tool for undergraduates in the Department of Economic History; a one-day Bridging History and Social Psychology workshop, which brought together academics from both disciplines to discuss common teaching and learning themes; and production of a series of short video tutorials by the Methodology Institute on the use of statistical software.

LSE hosted a conference on research led teaching in December 2010, at which several representatives from Russell Group universities gave presentations on research-embedded teaching and student involvement in research projects, and the Director of LSE100 presented the innovative approach of LSE100. As the challenges faced by LSE100 are simply more extreme versions of those faced by many courses, LSE100 has become a natural crucible for innovation in many areas of teaching and learning, as discussed elsewhere in this report.



LSE Careers, LSE Language Centre, LSE Teaching and Learning Centre, and LSE100 all contributed to improved pre-arrival and induction literature, including new "Introduction to study" information for undergraduate and graduate welcome packs and tailored contributions to the Halls of Residence Handbook, the Students' Union Handbook and the new Student Notebooks. Working with Admissions, Student Services Centre, the Students' Union and Residences in this way helps to ensure that comprehensive and useful information is provided to students from their very first point of contact with LSE and that services across the School can cross-refer effectively.

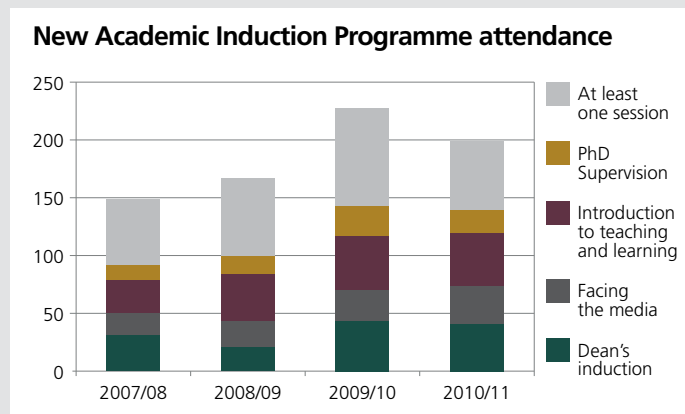
As a result of the Teaching Task Force recommendations, the School now takes a more robust and rigorous approach to both assessing and enhancing teaching quality, at all levels. LSE's Teaching and Learning Centre plays a crucial role here, delivering the Higher Education Academy-accredited Postgraduate Certificate in Higher Education and several well established induction programmes.

The Postgraduate Certificate in Higher Education course has seen a near year-on-year rise in both take-up and pass rate, with the number of participants increasing from 31 in 2005/06 to over 70 in 2010/11. Since its inception in 2009/10, 48 participants have joined the new "career track" programme and 32 have successfully completed it. Of those providing feedback on the programme in 2010/11 91.7% rated it as "excellent" or "very good", and many indicated particular appreciation for the teaching observations and tutorials focused directly on work in the classroom.

"It has made me much more attentive to a range of apparently mundane or secondary aspects of my teaching which I often did not think about in very systematic ways, such as students' natural feedback or the relationship between teaching/learning activities and modes of assessment."

Postgraduate Certificate in Higher Education participant

Induction programmes run at the start of each academic year include Being a GTA at LSE (see page 19) and the New Academic Induction Programme, for all academics new to either teaching or to LSE.



In addition to these formal programmes, LSE's Teaching and Learning Centre has been experimenting with new ways of working with academic departments. In 2010/11 its Educational Development team began running lunchtime "ideas sharing" sessions for Chairs of Teaching Committees. The team is also pairing members of its staff with groups of academic departments to support particular areas of work,

a practice which has given rise to some fruitful collaborative work including

- working with the Department of Law's Teaching Committee on a redesign of Week 1 of Michaelmas Term;
- running a workshop for the new £7million-funded Justice and Security Research Programme in the Department of International Development;
- facilitating a World Café-style MSc dissertation workshop with the Department of Accounting;
- hosting a "show and tell" lunchtime session on new approaches to running seminars with the European Institute.

The Educational Development team has also worked closely with LSE100 in teacher selection, training and support, to build a robust and talented teaching team. As mentioned on page 12, regular training sessions are crucial to delivering a well-prepared and consistent approach across the more than 100 weekly LSE100 classes.



A further effect of the implementation of the Teaching Task Force recommendations saw an increased number of teaching observations (of Major Review and self-sponsored promotions candidates, as well as of teachers identified as struggling by either surveys or departments). A total of 31 Major Review candidates were observed in 2010/11, up from 20 the previous year. There was also increased one-to-one support for graduate teaching assistants and full-time faculty as a result of significantly greater scrutiny of TQARO surveys. In addition, effective signposting between APD partners – recommendations that teachers with weak English language skills take up the LSE Language Centre's English for Teaching Purposes classes, for instance – contributed to improved teaching quality.

GRADUATE TEACHING ASSISTANTS

The very important part that graduate teaching assistants (GTAs) play in the teaching life of the School has led to a strong focus in the Teaching Task Force recommendations on clarifying their role and ensuring that effective support and development opportunities are in place, both within departments and beyond.

One way in which departmental support for GTAs is being monitored is through the Teaching, Learning and Assessment Committee (TLAC) review process which

features GTA support as a distinct element. The good practice evident across many departments – clear guidance and help with marking, quick and effective responses to poor survey results, mentoring schemes that bring new and experienced GTAs together, for instance – is a regular feature of the *Teaching Matters* magazine, shown here.

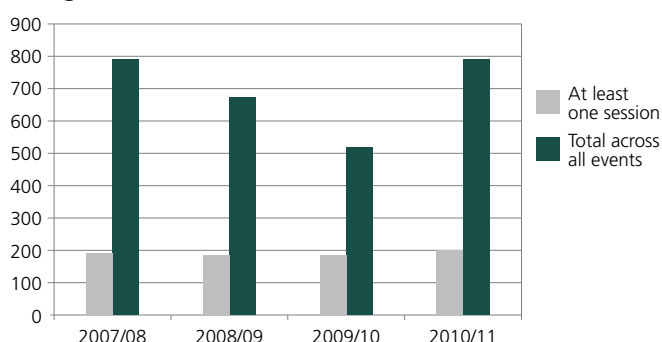


straightforward guidance and, in the case of the handbook, GTA case study quotes and, for the induction programme, video practice sessions. In the Lent Term of the 2010/11 session two GTAs were recruited to spend a day at LSE's Teaching and Learning Centre to review the handbook and contribute suggestions for the following year's edition.

"It was good to hear about the experiences of other GTAs and how they had dealt with them."

Being a GTA at LSE participant

Being a GTA at LSE attendance



Managing class discussions

Considering expectations

Before you can successfully implement a discussion session, you will need to become aware of the implicit set of attitudes and messages you bring into the classroom and yours. Equally important are the attitudes and expectations that your students bring with them.

You: Your reactions, your responses to students, the attitudes you project in your actions all suggest to your students the sort of interaction they can expect. The way in which you field students' comments will give the most important clue. No one wants to feel that their remarks will be put down or put off. Students are also sensitive to what they think you REALLY want (eg does he want a discussion or a chance to give a mini-lecture on his favourite topic? Does she say she wants disagreement and then gets defensive when someone challenges her?). Your students will try to read you so that they can respond appropriately. Be sensitive to the clues you give them and do your best to create a 'safe' place for open and frank questioning and discussion to take place.

I tried using ground rules last session and was pleased by the students' reaction. I gave them a list of five points – things like 'we will start on time' – and I asked them to edit the list in pairs. They added some really interesting things, like 'no one should dominate the discussion' and 'everyone should do the core readings each week'. I think it helped us to get off on the right foot.

An Economics teacher tries to find events that the students hear about in the news and links them to problem sets. This helped to make classes more interesting and stimulated discussion.

The skill class tea

As a class teacher, your personal and in particular your questioning skills, complexity and difficulty to end classes some useful hints:



set of ideas before the old ones have been explored and deconstructed).

4 Try to find a workable balance between, on the one hand, thinking ahead in the discussion in order to maintain the flow and focus and, on the other, being overly directive and forcing the discussion along your set path.

Questioning skills

There are a number of techniques you can use to encourage students to ask questions and to open up discussion.

The most obvious is to draw on students' questions and comments and to enlarge upon them with your own remarks. What do you do if the subject is too broad and to narrow it down?

Cross-APD working has given experienced GTAs the chance to extend their teaching practice and contribute to the learning experience well beyond the confines of their departments. A good number of those who have undertaken the Postgraduate Certificate of Higher Education through the LSE Teaching and Learning Centre have been recruited to the LSE100 team as GTAs, and, in June 2011, six of those GTAs "came back" to the Teaching and Learning Centre to act as supervisors for the two-week LSE GROUPS project (see page 4).

"The integrated and proactive contribution to the services providing support for staff, graduate teaching assistants and students to the furtherance of student learning constitutes a feature of good practice."

QAA audit, June 2011

GTAs receive very detailed guidance and support during the Being a GTA at LSE induction programme, held throughout Michaelmas Term each year, and in the *Handbook for graduate teaching assistants*, both delivered by the LSE Teaching and Learning Centre. The content of both the induction programme and the handbook covers the key aspects of successful GTA work – effective class teaching, marking and feedback, and an understanding of LSE's performance monitoring and quality assurance systems – through a combination of

VALUING TEACHING



The LSE Teaching and Learning Centre continues to support the processes involved in identifying excellent teaching practice, through the Major Review awards system, class teacher prizes and, in collaboration with the LSE Students' Union, the LSESU teaching excellence awards. Each year the Centre publishes interviews with the Major Review prize winners and the names of all winners and disseminates this information through departments and at its induction programmes, ensuring that good practice is promoted and celebrated among as wide an audience as possible.



The 2010/11 teaching prize winners were awarded their certificates by Pro-Director Professor Janet Hartley at a reception at the end of LSE Teaching Day in May

The LSE Language Centre's Show & Share initiative was begun in December 2009 as a way of bringing language teachers together to share ideas. It was expanded in 2010/11 to include all departments within APD and, as well as teaching ideas, presentations now include projects outside of the classroom such as ways of improving working methods. Among the work showcased over the year were these:

- "Techno detox" – a session showing how language can be taught and practised without any of the ubiquitous technology found in classrooms.
- "Have fun with numbers the Chinese way" – a demonstration of how cultural elements can be built into language teaching.
- "Testing teachers" – a language assessment test in Moodle for new teachers in the Anthropology Department.
- "Please turn ON your mobile phone" – a presentation of Poll Everywhere for engaging students and gathering feedback in classroom teaching.



Participants enjoying "Have fun with numbers the Chinese way"



The celebration of good teaching practice is at the heart of *Teaching Matters*, which was redesigned in the autumn of 2010 in magazine format.

SOME OF APD'S EXTERNAL WORK IN 2010/11



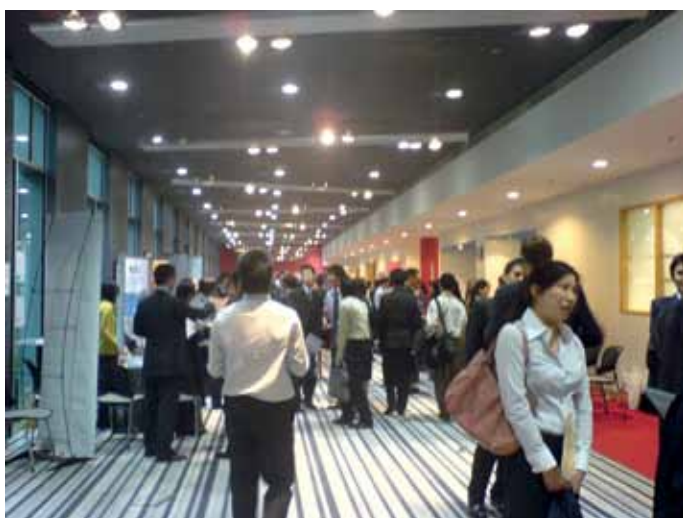
Nicola Martin, Head of the Disability and Well-being Service, gives the 9th Annual Disability Lecture at St John's College, Cambridge, in March 2011 (photograph by Sir Cam, courtesy of the University of Cambridge)



The Duke of York is introduced by LSE100 Director Jonathan Leape to students and teachers on the course during his visit to the School in November 2010



Pro-Director Janet Hartley and LSE Language Centre Director Nick Byrne by a tree planted in honour of LSE during their visit to Tsinghua University for its centenary celebrations in April 2010



LSE Careers Fairs in Asia and Brussels continued to attract great interest from employers and students alike



Academic staff from the Higher School of Economics (HSE) and the International College of Economics and Finance (ICEF), both based in Moscow, are taught by staff from LSE's Teaching and Learning Centre for a tailored Postgraduate Certificate in Higher Education course

LOOKING AHEAD

During 2011/12 and beyond, APD will continue to deliver work in the three key areas covered in this review – maximising student potential, supporting research excellence and improving teaching quality. Our priorities are influenced by both internal and external developments, including the outcomes from the Woolf enquiry, the increase in student fees, the current financial situation and its impact on graduate employment, and the forthcoming Research Excellence Framework, with its focus on research impact. In this context our major plans are as follows.

MAXIMISING STUDENT POTENTIAL

We will enhance the undergraduate student experience further through development of the Maximise Your Potential programme. This will include embedding the Language Policy, extending the LSE GROUPS undergraduate research projects, developing more student engagement and autonomy through peer assisted learning and support activities, and strengthening quantitative skills development alongside programmes. In line with this, we will also be developing student skills portfolios and, with the Academic Registrar's Division (ARD) and others, a School response to the White Paper Higher Education Achievement Record.

LSE Careers' provision will build on the flexibility created by the recent restructure to cope with the demands of a changing economic and employment climate. There will be continued support for student volunteering and for alumni up to two years after graduation, increased international outreach and work with ARD to improve advice to overseas students.

There will be further improvements in the co-ordination of pastoral services to address broader well-being issues and improve student resilience, and continuing support for the LSE Faith Centre as it responds to the evolving needs of the School community.

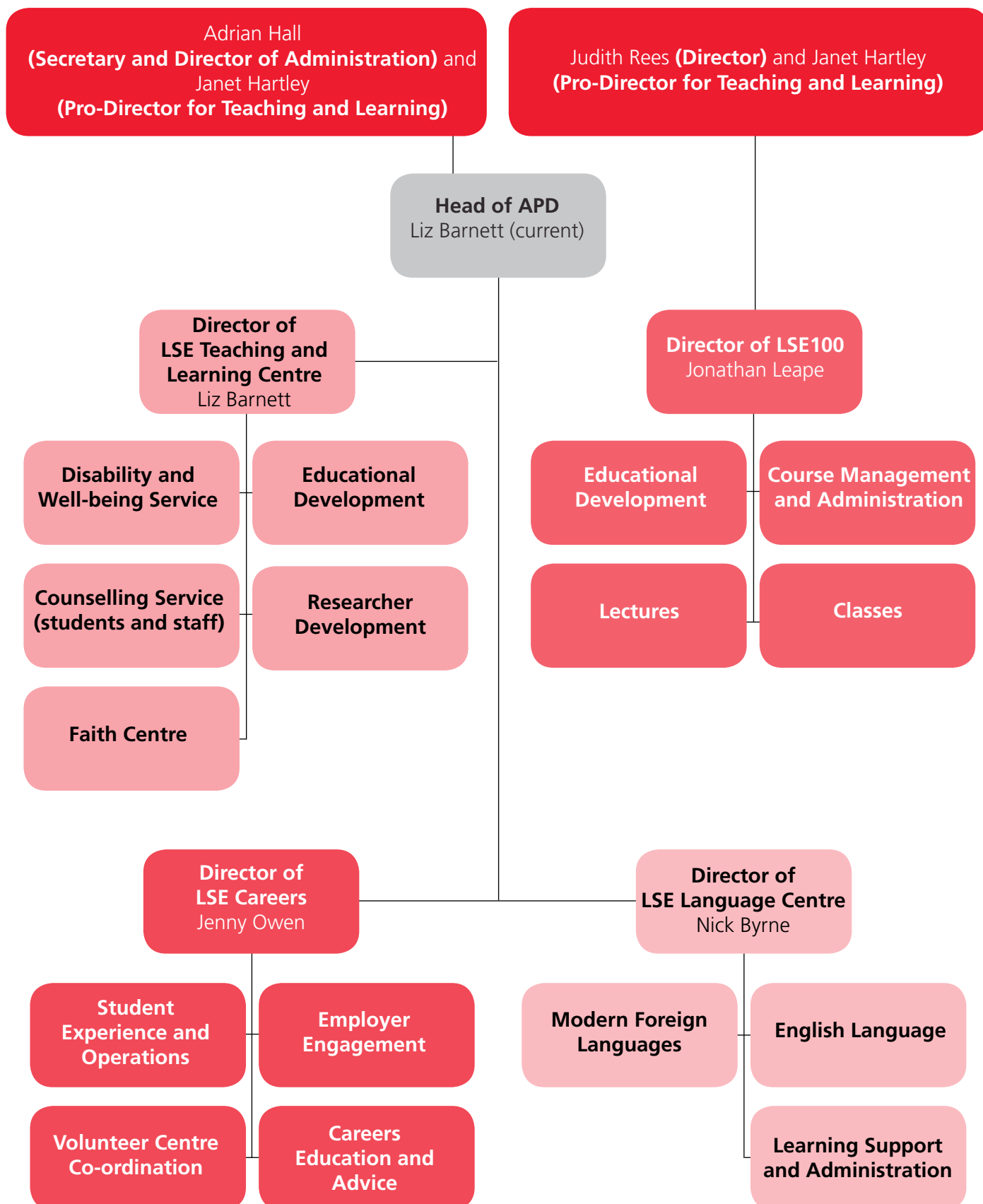
SUPPORTING RESEARCH EXCELLENCE

To further our support for research excellence we will publish a handbook for PhD supervisors, taking account of recommendations in the Woolf Report. There will also be an increasing emphasis in academic and professional development programmes on research impact, in light of the Research Excellence Framework. Some APD partners will be involved in research themselves, such as the Language Centre leading the new LUCIDE project (Languages in Urban Communities: Integration and Diversity for Europe). Collaboration across APD, as well as with the Research Degrees Unit, the Research Division, the Methodology Institute and the Dean of Postgraduate Studies will continue, to ensure that LSE's research staff and students are offered the optimum mix of information, support and advice as they pursue their research.

IMPROVING TEACHING QUALITY

We will continue to build on the recommendations of the Teaching Task Force by working closely with departments and across the School to develop and encourage high quality teaching at all levels. This will include more focused work with departments and individuals, homing in on areas which would benefit from developmental investment, exploring new ways of solving long-term teaching challenges and making more explicit use of student feedback on teaching and learning. We will also be exploring new ways of disseminating good practice and of evaluating the impact of our development work.

ACADEMIC AND PROFESSIONAL DEVELOPMENT DIVISION (APD) ORGANISATION CHART, AT 31 JULY 2011



“We aim to cultivate graduates of distinctive quality with a breadth and depth of knowledge, the capacity for independent critical thinking and an awareness of global and political issues.”

LSE Strategic Plan, 2010-15



CONTACTS

LSE Careers
lse.ac.uk/careers

LSE Language Centre
lse.ac.uk/language

LSE100
lse.ac.uk/lse100

LSE Teaching and Learning Centre
lse.ac.uk/tlc

The information in this report can be made available in alternative formats, on request: please contact tlc@lse.ac.uk

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