



Annual report 2004/5 Key objectives for 2005/6

The LSE Teaching and Learning Centre aims to promote the quality of teaching and learning across the School through working directly with staff and students at all levels. In addition it provides staff development opportunities relating to all aspects of the academic role under the headings of:

- Teaching
- Research
- Academic management and administration
- Personal development

With staff, TLC is involved in development and training (including an accredited teaching programme), direct consultancy work with individuals and groups on matters related to teaching and learning, TLAC reviews of academic departments, research into educational practice, the production and dissemination of guidance materials and the sharing of good practice.

With students, TLC offers study skills sessions for MSc and undergraduate students, and tutorial support for students related to general study matters and to specific issues concerning quantitative subjects. It is now developing an extensive central skills training programme for PhD students. TLC offers specialist support for students with disabilities/ dyslexia. From July 2005, the LSE Student Counselling Service has come under the management of TLC, and since the start of 2005/6 academic session TLC has also appointed a student mental health and well-being adviser. TLC is therefore now actively involved not only in student study support but also in pastoral support.

The director of TLC and the adviser to students with disabilities/dyslexia also have a role in policy development within the School, on a variety of issues related to teaching and learning and the disability equality agenda.

TLC staff are developing their national and international profile and have responded to several requests for visits from external organisations. We believe this is to the advantage of both the team and the School.

From August 2005 TLC has relocated in organisational terms, moving from Human Resources to a new division: Academic and Professional Development. This division includes the Language Centre and the LSE Careers Service. Liz Barnet, TLC's Director, is Convener of this new division for the coming three years.

This report highlights the main achievements of the various elements of TLC activity in the academic session 2004/5 and sets out priorities for the coming year. Interested staff can also request copies of the annexes to this report that outline progress against the HEFCE-funded Teaching Quality Enhancement and Professional Standards programmes.

TLC has identified a number of priorities for 2005/6:

- Consolidation of TLC funding, through the TLC APRC review in Lent term 2006 (many TLC activities are reliant on soft funding, which comes to an end in July 2006).
- The re-positioning of TLC activities to work more directly with the Language Centre and Careers Service following the establishment of the new Academic and Professional Development division. Two areas APD is already investigating for new developments are: (i) a range of ways of strengthening student oral communication skills (where the School was particularly poorly rated in the National Student Survey) and (ii) introduction to study and to living in London for international students.
- Accreditation of the LSE Postgraduate Certificate in HE by the Higher Education Academy.
- Agreement within the School on the institutional stance concerning initial training for those new to teaching, as the 2006 deadline approaches which requires new entrants to HE teaching to undergo accredited training.
- Development of a new central induction and skills training programme for PhD students, extension to development opportunities for research staff and needs assessment related to management development for leaders of research activities.

- In conjunction with the Careers Service, to highlight approaches available in the School for student personal development planning.
- In conjunction with the central secretariat, development of the LSE Disability Equality Scheme, to work towards meeting the requirements of the Disability Discrimination Act, 2005.
- Review and development of student mental health/well being provision, including the student counselling services.
- Relocation of the TLC main office, co-locating it with the LSE Student Counselling Service in new premises.
- Preliminary work to consider co-location of some or all of the units in the new Academic and Professional Development division, with the ultimate possibility of a "student centre" that gives students quick and easy access to a wide range of academic, professional and pastoral support services.

The remainder of this report addresses core TLC activities:

- Academic staff development
- Educational development
- Research into teaching and learning
- Central study support
- Disability Office
- Student Counselling

Academic staff development

We identify a number of specific target groups for staff development:

- new academic staff
- new graduate teaching assistants/guest teachers
- established staff
- research staff
- conveners and other senior academic managers in departments, centres and institutes
- any staff wishing to undertake accredited training in teaching and learning in HE

Highlights of 2004/5

Figure 1 shows a five-fold increase in training uptake since 1998. Over the last three years numbers have reached a plateau. This is due to a combination of TLC achieving near to 100% take up of initial training by our biggest group - graduate teaching assistants - and to a limit on what we are able to offer given budget and staff constraints.

Figure 1: Total number of attendances at central sessions 1998-2005

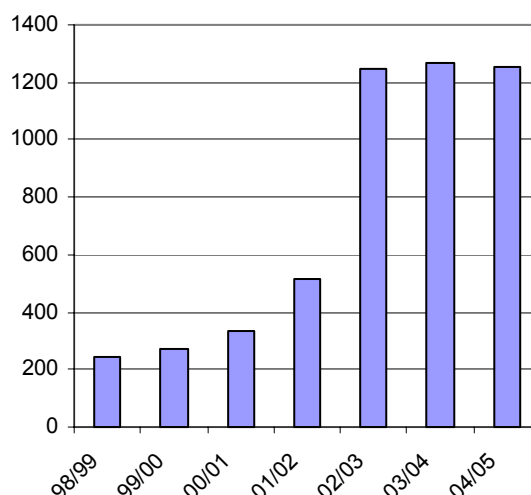
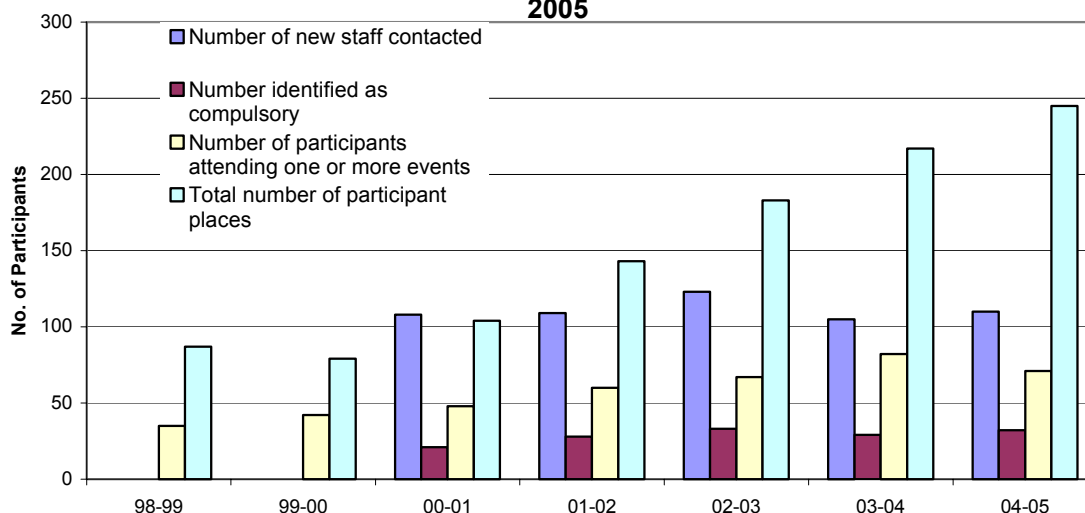


Figure 2 shows that intake of new full time staff remains fairly consistent, year on year. A relatively small proportion of new full time staff joins the School with limited prior experience. Uptake of initial training continues to rise, and those staff who join the School with only limited teaching experience no longer demonstrate any obvious resistance to the initial programme. Participant feedback on events is generally positive, and new staff are active in taking up other opportunities for teaching development (such as WebCT and Teaching Development Fund projects). Of the 32 new inexperienced staff that joined in 2004/5 around 15 were "career track" staff who would in the future be the group that should complete part

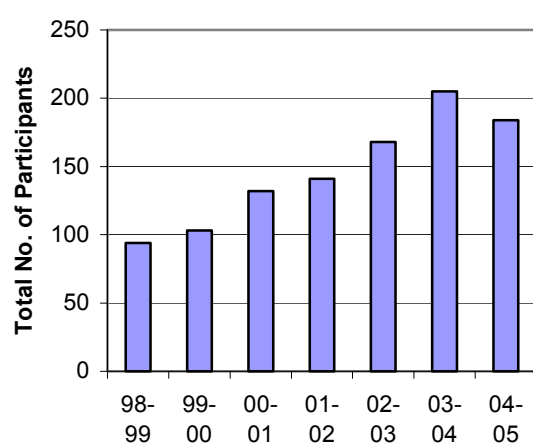
Figure 2: Attendance at New Academic Induction Programme 1998-2005



or all of the PGCertHE or an equivalent programme.

Figure 3 shows the substantial increase in training uptake by graduate teaching assistants since TLC was established in 1998. Numbers here are also reaching a plateau. We now regularly achieve 100% take up of training from new GTAs in departments offering undergraduate programmes. In the past, departments employing “guest teachers” (professionals from outside the LSE and/or non-LSE PhD students) showed relatively

Figure 3: Attendance at the Graduate Teaching Assistant Programme 1998-2003/04



low training uptake. This feature has now gone completely. The issue we now need to tackle is relatively poor uptake from departments using “advanced” PhD students to assist on MSc programmes.

In addition to the central training events, a substantial amount of staff development activity undertaken by TLC is less “visible”, taking the form of one-to-one consultations (TLC averages around 150+ of these per year), extensive email contact providing direct advice and feedback on many issues, funding for staff to attend external training, tailored work related to educational development projects (see next section), publications, website development and production of teaching videos.

In 2004/5 TLC received additional funding to support the “professional standards” agenda set by HEFCE. Funds were used to support a part time member of staff to run the TLC Teacher Accreditation Programme. This has led to a significant increase in the proportion/number of participants completing the programme (see Table 1 below). During the year the programme was reviewed by TLAC. A revised version of the programme was submitted to the GSSC for consideration as an award-bearing programme (the Postgraduate Certificate in Higher Education), and was accepted.

Following the success of the GTA Handbook, TLC worked on the development of a new handbook for departmental and personal tutors. This project will be completed in the coming year.

TLC continued to develop provision for research staff, conveners and directors of research institutes.

TLC, in conjunction with TQARO, developed a new programme on PhD supervision for delivery at departmental level.

Table 1: LSE Teaching Certificate student progression data

Year	Expressed interest	Registered	Withdrawn	Completed associate level	Completed full certificate	Still working towards a submission for full or associate level
00/01	21	NB: Programme did not go ahead due to uncertainty related to ILTHE				
01/02	19	9	5	1	2	1
02/03	45	8	3	2		2
03/04	69	19	5	5	3	6
04/05	56	19	2	7	n / a	10

Priorities for 2005/6

- Launch of the PGCertHE;
- Gain accreditation for the PGCertHE programme from the Higher Education Academy;
- Complete departmental tutor/personal tutor handbook;
- Develop PhD supervisor handbook;
- Finalise guidance notes on writing exam papers, plagiarism, course guides and reading lists;
- Include new sections on “learning theory”, learning technology and lecturing in GTA handbook;
- Encourage more departments to take up the offer of tailored sessions on PhD provision;
- Conduct needs assessment for training/development activities for academics managing research staff;
- Establish regular forum for Directors of Research Centres/Institutes/Programmes similar to that currently offered to Conveners.

Educational Development

TLC plays an active role in enhancing the quality of teaching and learning at the LSE. Much of this is achieved directly through staff development (see above). In addition TLC contributes to course, programme, departmental and school-wide educational development through the various mechanisms highlighted below.

Highlights of 2004/5

Involvement in TLAC and SAC and in **TLAC reviews** and follow-up activities arising: 3 reviews in 2004/5 (Geography, International History and Philosophy) - see Teaching Matters Special 2004/5 for details.

Management and dissemination of the outcomes of the LSE **Teaching Development Fund** (funded from HEFCE TQEF). Projects developed in 2004/5 included:

- Developing a Statistics Advisory Service (Statistics)
- Video project (DESTIN)
- Proof of concept for the LSE Innovations and Creativity Centre (Social Psychology)
- Urban Development special MSc event (Social Policy).

Involvement in preparation of **bids for external funding**: In 2004/5 TLC had some involvement in two bids to the Economics Subject Centre, both of which were successful. One of these concerned the development of writing skills for

undergraduate economics students, the other concerned career skills development.

Involvement in the University of Oxford Centre for Excellence in Teaching and Learning programme (CETL): “Preparing Future Faculty”.

Priorities for 2005/6

- Evaluation of the Teaching Development Fund initiative, to consider funding for future years;
- Use of Roberts funding to promote new development projects specifically focused on PhD programmes (see Central Study Support section as well);
- In conjunction with ARD and academic departments, to work towards development of a PhD “log book”;
- Consideration of development implications of the results of the National Student Survey, QAA institutional audit and QAA special review of PhD provision;
- In conjunction with other APD colleagues, to look at possible funding bids for new joint projects;
- With guidance from TLAC and others, decide priorities for the use of the next tranche of HEFCE TQEF funding.

Research into Teaching and Learning

The value of having a research officer in TLC has become clear during this year, as the postholder has been able to undertake a range of small studies into various aspects of LSE institutional practice, as well as continue to make progress on a bigger project which aims to shed light on the LSE PhD student experience. Outcomes from the latter are already being included in TLC training events for PhD supervisors, and will play an important part in the development of the PhD Supervisor Handbook, a priority for the coming year.

Highlights of 2004/5

- Qualitative interviews with research student tutors and supervisors within the frame of research on the LSE PhD Experience, and development of staff training activities based on these materials.
- MSc programmes handbooks: review of good practice and guidance on contents (circulated to all departments).
- Report on PhD examiners' reports.
- Teaching Matters article summarising and drawing out useful conclusions from the HEFCE cohort study on PhD completion.

- Literature review on lecturing
- 'Why do students take longer than 4 years to complete their PhD?': preliminary report submitted to working group on PhD completion.
- Update on review of PhD handbooks cataloguing different departmental practices on induction, research training, upgrade, annual monitoring, supervisor allocation, role of second supervisor.
- LSE PhD annual review and upgrade by department (summary).
- LSE PhD research training requirements by department (summary).
- Teaching Prizes: a review of practices in other universities.
- PhD website development: review of other institutions, and development of framework for LSE.
- Evaluation of the Individual Student Support Agreement process for the Disability Office.

Priorities for 2005/6

- Complete initial analysis of PhD qualitative study, report on outcomes, explore further ways of using the data in training materials and events, and decide on merits of undertaking a larger quantitative study (possibly closely allied to the Oxford CETL project).
- Together with academic colleagues from Economics and Government, undertake a study of MSc dissertation grading and marking procedures.
- In conjunction with other APD colleagues, undertake needs assessment work to develop better understanding of problems/issues facing new international students at LSE.
- Undertake further R&D work into aspects of student assessment highlighted by TLAC

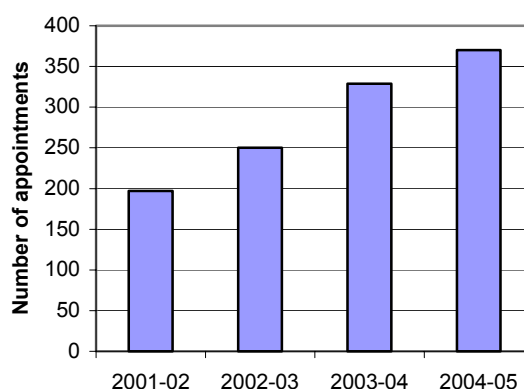
Central study support

Highlights of 2004/5

- 20+ **central lectures** and workshops that continued to be well attended by students.
- Uptake of the **one-to-one** study support continued to grow (see Figure 4).
- **Feedback** on the one-to-one service continues to demonstrate that the students appreciate it.
- Student uptake of the quantitative study support increased significantly. In addition, we experimented with running special group sessions on request from the Accounting and Finance department, which was well received by students.

- 367 students from all LSE departments (except Economics) expressed interest in attending sessions within MSc Dissertation Support Week. As in 2003/4 each person booked on average 5 of the sessions offered, with over 1600 individual session bookings.
- 155 PhD students from all LSE departments (except Accounting and Finance) expressed interest in attending sessions at the PhD Conference and Skills Week. Each student applied on average to attend 4 sessions and there were nearly 700 individual booking requests. This is less than in the previous year but many PhD students will have attended some of the sessions offered in 2003/4.
- In conjunction with the Careers Service, BSS and ARD, we introduced a personal development planning element linked to class registers in LSE for You. The system was also improved to enable easy access to student academic results, class reports and CVs for reference writers.
- Appointed a new educational development adviser to take forward skills development for PhD students and research staff.

Figure 4: Attendance at one-to-one study support



Priorities for 2005/6

- In conjunction with Careers, the Methodology Institute, and Professor Patrick Dunleavy, TLC will develop a new series of central events for PhD students to offer streamed programmes for research students at different stages in their programme: "new starters", the "middle years" and "near to completion" (this will replace and also extend what was available to PhD students through PhD week, the Mi "Authoring a PhD" course and the Mi induction for research students).

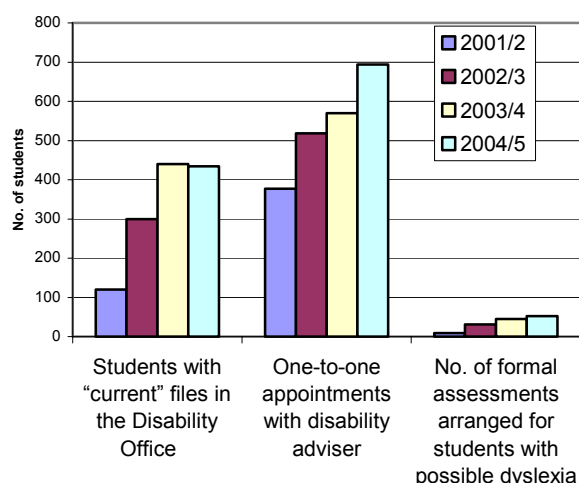
- Development of a new website on skills development for PhD students.
- Development of WebCT support for PhD events series.
- Continuation of the **core services**, and further experimentation with different approaches to quantitative study support, at departmental as well as central level.
- Development of a “joined up” central study and careers skills programme operating across APD, with a new series of classes allied to study skills sessions provided by Language Centre staff.
- Exploring potential for more joint activities with LC and CS to enhance student learning and student skills development.
- Scoping of major new project to address student perception that they do not develop their oral communication skills as part of the LSE study experience.
- Watching brief on Economics projects (see earlier note on bidding for external funding).

Disabilities & Dyslexia

Highlights of 2004/5

- Re-location of the Disability Office to ground floor offices in A40. This has been an opportunity to establish a smooth-running service and has provided a great improvement in working conditions for the Disability Team which comprises: the adviser and administrator, dyslexia support tutors, LSE Circles Network, a Community Service Volunteer and, since November 2005, a mental health and well-being adviser. There has been an increase in ‘drop-ins’ of students and colleagues with an appreciation of the accessible and comfortable space.
- As Figure 5 indicates, whilst we appear to have reached a plateau in terms of numbers of students coming forward to declare a disability, the call on the adviser has continued to increase, as have requests for

Figure 5: Case work with individual students and individual support



assessments.

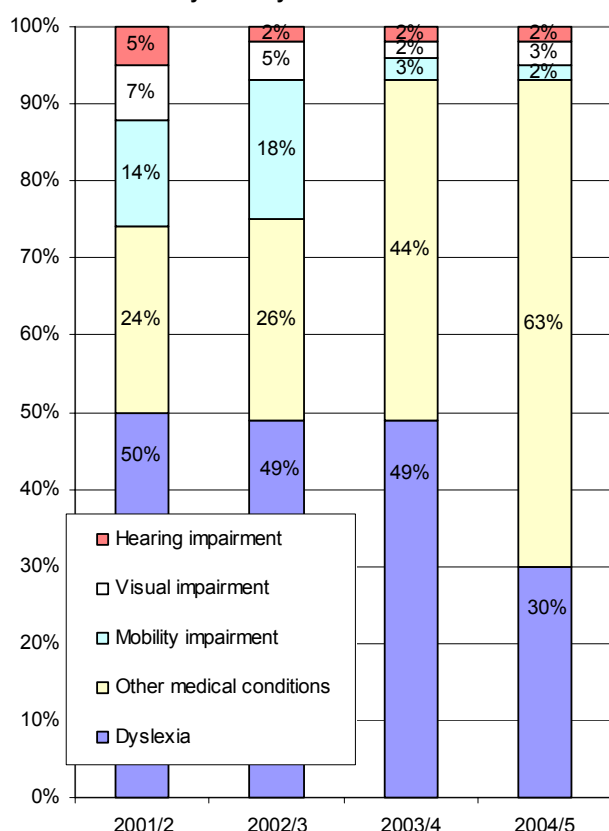
- The past two years have seen a significant increase in the proportion of students coming forward to declare mental health disabilities. (See figure 6, next page.) This may in part be a reflection of changes to the definition of what is covered in terms of mental health by the legislation.
- Re-establishment of provision to support students with specific learning difficulties, such as dyslexia, dyspraxia, ADHD etc.: We applied for a half-time post of Dyslexia Support Tutor. This request was granted at the end of the year.
- Produced a ‘Guidance on Good Practice’ booklet and circulated it to all members of academic staff.
- Involved in the production of a commercial training package, Accessible Education Matters. As a result of our involvement, the package is now available within the School for free, and has been widely promoted through a variety of staff development channels. See: <http://www.lse.ac.uk/resources/accessibleEducationMatters/>



- The DO has played an active role in the development and implementation of the School Disability Equality Action Plan. This included working with Melissa Godfray of Bond Pearce to revisit the School Action Plan and review areas that are still to be addressed. The Secretariat is considering appointing a Diversity Co-ordinator, with a clearly defined consulting and reporting structure; to cover race, disability, gender and age legislation and we are working with Liz Sutherland, policy adviser on disability and age at the Equality Challenge Unit, in collaboration with other institutions.

- We have reviewed and improved the system of Individual Student Support Agreements (ISSAs).
- We have developed an electronic version of the ISSA and developed record keeping systems in ways that will make monitoring easier.
- Due to funding constraints, we were unable to expand the Speakers' Bureau and LSE Circles Network, but with student support were able to maintain some of their activities – in particular the Speakers' Bureau continued to contribute to TLC and other staff development events, and Circles ran two groups, for students with RSI and depressive conditions.
- The Disability Consultative Forum (DCF) continued to be a strong foundation on which to build the consultative element of the service.

Figure 6: Relative proportion of different types of disability seen by the office 2001-2005



Priorities for 2005/6

- Establish mechanism for making changes to built environment (Estates & DDA deadline, September 2005).
- Transition from the School Action Plan to the LSE Disability Equality Scheme. A major implication is the need to combine the approach to staff, students and visitors with

disabilities into one Disability Equality Scheme, by December 2006. The Scheme must be published, monitored, reviewed and revised regularly. Part of the implementation process involves 'impact assessments' across the whole School and improved data collection and analysis, with evidence of robust consultation mechanisms with disabled people.

- Continuation of staff and student awareness raising and training provision.
- Improved support service to students with dyslexia.
- Improved support service to students with mental health issues.
- Development of LSE Circles Network and Speakers' Bureau.
- Review the DCF with particular consideration to the timing, venue, reporting mechanisms and incentives to bring together students and staff with disability-related issues and suggestions.

Student Counselling

Following an APRC review of St Philips Medical Centre, it was agreed that the LSE Student Counselling Service would come under the management of the Director of the Teaching and Learning Centre. There will be a transition period during which the future location and administration of the service will be considered, along with development of new systems and procedures to ensure the safe running of the service.

Highlights of 2004/05

In the 2004/05 a total of 520 students were seen for counselling, which represents approximately 6% of the total student body. Across British Universities, the general trend is for 4% of students to seek counselling (source: HUCS).

The Counselling Service is developing systems to efficiently collate audit data. Preliminary examination of activity since July 2005 reveals the following patterns:

Month	Available	Offered	Attended	% of students attending booked sessions
Jul	176	143	115	65%
Aug	100	90	64	64%
Sep	93	78	65	70%
Oct	164	183	137	84%
Nov	189	218	165	87%
Total	722	712	546	76%

The Service strives to maintain a high level of access to students. Where students cancel an appointment with sufficient notice, it is usually possible to fill this with a new student. Consequently, the number of appointments being offered in October and November exceed the number of available sessions. The Service has been unusually busy throughout the Michaelmas term. Only 2 out of 164 available appointments in October were left vacant with no student being offered a session, and 188 out of 189 slots were filled in November. In terms of student attendance, as the table indicates, students appear more likely to turn up for appointments during term time.

In addition to individual clinical work, counsellors are also engaged in a range of administrative and developmental activity, including presentations to groups of students, workshops and pro-active work with groups of staff across the school. The Service has introduced new publicity materials, and is seeking to raise its profile and availability to all groups of students within the School. Individual counsellor workload fell close to the maximum recommended by BACP¹ and AUCC.

Due to increasing pressure on the service, there is a developing trend for students who need ongoing input to have to wait longer for further appointments, and also to receive fewer individual sessions. The impact of this decline in provision remains to be seen.

Priorities for 2005/6

- Continue to provide direct services to students who require counselling input, addressing a range of needs from mild life and study-related problems to more severe and complex difficulties.
- Examine current practice and procedures to incorporate an integrated relationship with the School as a whole, which encompasses revised working patterns with key partners, including TLC, Disability Office and Mental Health and Wellbeing Adviser, Medical Centre, Student Support and other relevant services.
- Review and improve monitoring and reporting procedures, and develop effective audit and evaluation systems; this will examine the extent and scope of the work of the counselling team, whilst also establishing criteria for ongoing evaluation and review.
- Review working practices in respect of legal responsibilities, including statutory

responsibilities arising from legislation such as the Disability Discrimination Act and the Data Protection Act.

- Consider the future development of the Service in the light of AUCC Guidelines (Association of University and College Counsellors) and current good practice in other leading British Universities; this includes developing pro-active work across the School as a whole, as well as looking at alternative forms of service provision (eg: group therapy and workshops, establishment of a trainee placement scheme).
- Relocate the service as an integral part of TLC, whilst also ensuring that a secure and confidential service can sustain appropriate developmental work with a wide range of students.
- Develop Service Level Agreement for the Counselling Service, and review the current structure and staffing organisation of the counselling team. Examine the accountability and professionalism of the service, including elements such as notes, confidentiality, supervision, accreditation, complaints procedures and equal opportunities policies.
- Develop publicity materials to include additional information for students and staff.
- Examine current levels of need and resourcing, and if appropriate develop proposals for changes and improvement in service levels, together with any recommendations for additional resources.
- Identify patterns of service usage within different groups of students, particularly in relation to students with disabilities and any group of international students that is under-represented within service users.

Important note: At present, student access to the Student Counselling Service is still via the reception at St Phillips Medical Centre. Any staff wanting to know about developments on this front should contact Liz Barnett or Adam Sandelson.

This newsletter is available in electronic format and, on request, in alternative formats. Please contact the TLC Administrator (tlc@lse.ac.uk).

TLC Contacts

TLC: www.lse.ac.uk/collections/TLC/, email: tlc@lse.ac.uk

Study Skills: <http://learning.lse.ac.uk>, email: studentsupport@lse.ac.uk

Disability Office:
www.lse.ac.uk/collections/disabilityOffice/,
email: Disability-Dyslexia@lse.ac.uk

¹ BACP recommends that individual counsellors should handle no more than 20hrs of clinical work per week.