

EDINBURGH NAPIER UNIVERSITY

PFAAF Project Meeting

Notes of the Meeting Held on 13th December 2016, at 1pm in 6.B.30 Sighthill

Present: M MacLeod; M Foster; L Muir; S Nairn; C Chalmers; M Huxham;
M Carver; F Smart; K Swanton.

1. Introduction

It was reported that the project originally had a project board - but following a review of the University's projects, ULT have instigated a strategic oversight board to retain oversight of the University's projects - where only significant concerns are escalated. This has placed greater significance on the PFAAF Project team, and it is important that this group is appropriately constituted.

Members present were asked to identify key post-holders or individuals who should be represented on the group and for what purpose. This information was collated for review post-meeting.

2. Team and its Constitution

Overview:

The Project Sponsor is Brian Webster-Henderson - overseen by LTAC

The Project Lead is within DLTE

The Project RA is Mark Carver

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Action: M Carver and F Smart to collate the information received and circulate a summary to members.

3. Workstream Updating – 1 to 6

3.1 Workstream Updates

Members were reminded that the project was formally established through endorsement by LTAC in November 2015. The project was designed to look

at what we currently use in terms of assessment and feedback, using the methodology used by TESTA to shape the cultural change.

By January 2016 it was identified that there were a number of projects which inter-related (e.g. MODCAP and online submission of coursework) and in March 2016 these projects were brought into the PFAAF project. The project is focussed on the student experience and recognises that feedback continues to be challenging.

3.2 Workstream One: Online Module Descriptor

It was noted that Katrina Swanton was leading this Workstream and a short paper detailing progress was tabled. Progress had been made in relation to the release of sections 15a, 15b and 15c of the module descriptor which were intended to gather free-text data in relation to the LTA approaches and strategies in place within modules, with 15b seeking specific information on formative assessment approaches. It was noted that this information would not be available for existing modules and a holding statement would be provided on the published module catalogue to direct students to section 15a which should articulate the module LTA approach. One significant enhancement made had been the removal of the 2000-character restriction. It was noted that this had not yet been widely communicated. A discussion was held regarding whether quantitative data should be collected regarding formative assessment within the module descriptor. There was consensus that this should be collected and that this should be piloted. The interaction between the module descriptor and the assessment brief was discussed. Progress in developing the online module descriptor for new modules was on track though the project team were alerted to challenges in supporting the delivery of culture change (reliant on peer-to-peer discussions) with an online process for making changes to existing modules.

3.3 Workstream Two: Regulations and the Quality Framework

It was noted that Katrina Swanton was also Workstream lead for this strand of work and the Quality & Standards team were continuing to monitor the academic regulations and Quality Framework to ensure that they were adequately supporting delivery of the PFAAF project.

3.4 Workstream Three: TESTA

Mark Carver presented an update. This project utilises the TESTA methodology across all of the Schools. ENSA undertook a feedback survey and data was shared with this workstream, there have also been focus groups and additional surveys. A draft report has been prepared and the final work required for this workstream is to finalise the report and consider how the report is effectively communicated.

The draft report was circulated as a confidential report for project team members only. There was concern that the report contained data which could be identifiable and that this would need to be addressed. Although the report

would require time to be read, initial feedback was that the report lacked synthesis and that it needed to draw conclusions and recommendations to be helpful.

Monika Foster and Laura Muir agreed to read and comment on future drafts.

Action: M Carver to continue to finalise the report, incorporating feedback received by other members of the workstream

3.5 Workstream Four: Training and Development

It was noted that Mark Carver was also leading this Workstream and an email was due to be sent to all staff from the Dean of Learning & Teaching to draw colleagues' attention to the Moodle course aimed at providing a learning and development resource for staff as well as delivering the mandatory aspect of the training requested by Senior Leadership Group. There are some live sessions planned as part of the development plan. It was noted that the mandatory nature of the course was a sticking point, particularly in relation to the January 31st deadline. The course has been developed as a resource for the future, not just for this project and it was acknowledged that the dipping in and dipping out is important. Discussed the championing role of the project team members to highlight the message of exploring and engaging with the Moodle course.

3.6 Workstream Five - Assessment Handbook.

It was noted that the workstream, led by Mark Huxham had been revised and updated. Members noted that there had not been communication to staff regarding this. It was intended that the further ongoing development of the handbook to develop it into an assessment and feedback handbook would take place next trimester for release in summer 2017.

3.7 Workstream Six - Electronic Submission, Receipting and Feedback

It was noted that this workstream would be led by a new member of academic staff in DLTE starting in January 2017. All schools have academic representatives on this group. One of the myths is that this can only be 'Grademark' - a query was made about the enhancement opportunities for this project - in terms of a programme focus. Tensions relating to this project were discussed.

3.8 Sharing Examples of Positive Practice: Art Direction Project

Myrna McLeod shared the formative feedback journal applied within one of the modules within the Design programme. Students were told when they would get formative feedback on a weekly basis and students were asked to record their feedback, most students chose to record the feedback as an audio record on their phone. The students were then asked to transcribed the feedback, and then evaluate it and highlight how it linked to their learning.

Initial findings indicate that students have generally embraced this approach and it has helped them to understand and appreciate the feedback provided to them and the value that it has. The final summative approach was shared in the same way. It was suggested that this example be disseminated at the Teaching Fellows Conference.

3.9 Myth-Busting

Due to time restrictions, there was not time to discuss this item in detail. However, members acknowledged that there were many myths and rumours circulating regarding what the PFAAF project was intended for, and what it was requiring of staff and that many of these rumours were false or misunderstandings. Further work is required to address these myths.