



New College Durham

**Higher Education
School Enhancement
Projects 2017/18**

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1.0 School of Business, Management and Professional

1.1 Introduction

The School of Business, Management and Professional within New College Durham includes a number of areas of higher education provision such as Business, Management, Podiatry, Social Work, Counselling, Sport and Accountancy. This provision comes in the form of Honours Degrees, Top-up Degrees, Foundation Degrees, Higher National Certificates and Diplomas, and a range of professional qualifications, and like provision at many Higher Education institutions these courses tend to run in isolation from one another, within what McInnis (2003) referred to as 'institutional silos'.

However, Keller et al (2015) note that after education when individuals are working to address local, and even global issues, there is a necessity for interdisciplinary working, with this being even more crucial for those working in health professions (Powell, Stocks and Lawrence 2015). HEFCE (2018) have recently reported that many graduates don't go into employment related to their areas of study and so to avoid faster skill depreciation courses should give learners the opportunity to gain skills and knowledge that are valued across a range of future employers. This sort of approach should go some way to create what Lyall et al (2015) describe as agile learners.

Interdisciplinary approaches have previously been attempted within New College Durham within generic aspects of delivery such as PPD but these generally resulted in poor engagement from students. However evidence suggests that when the focus is placed on the enhancement of the learner experience with specific outcomes being targeted, taking an interdisciplinary approach can have a positive effect on the student experience (Jones, 2009).

The aim of this enhancement project was to therefore develop collaboration across the HE community in the school of Business, Management and Professional. Underpinning the overall aim were the following key objectives:

- Analyse the skill sets of current staff to enable cross-delivery across HE programmes.
- Explore module specifications to create opportunities for cross-collaboration between students across HE programmes.
- Improve access to a wider range of external employers where there are opportunities for cross-pollination between HE programmes.

1.2 Method and Anticipated Impact

The project looked at three key areas all aimed at enhancing the higher education provision within the school:

- Sharing of staff expertise across curriculum areas. Key activities which took place included counselling staff delivering a listening skills session to Human Resources students, and a member of staff from business delivering a session to Podiatry students around the legal and financial considerations that are crucial when setting up their own businesses.

- Students from different courses coming together to share knowledge and experience. As part of the BSc (Hons) Sport and Exercise Development programme students spent time shadowing the clinical work of BSc (Hons) Podiatry students as they worked with patients within the student led podiatry clinic. The sports students focussed upon the highly refined communication and interpersonal skills displayed before then conducting an assessed discussion with one of the patients focussing on physical activity interventions that could be implemented to the benefit of that individual's specific condition.
- Shared opportunities to access guest speakers. A schedule of guest speaker sessions across all programmes within the school was created. This schedule was made accessible to all HE students via placement on Schoology, the College's virtual learning environment, and sessions were open for all to attend.

It was expected that the three areas of enhancement detailed above will have positive impacts upon students in a range of ways. De Zure (1999) stating that this sort of work has the potential to promote higher order critical thinking skills, and Chettiparamb (2007) suggesting that it might:

- Help students to remain interested and curious, leading to them becoming more highly motivated.
- Create more enriching personal contacts.
- Help students to develop a more inventive frame of mind.
- Help to emphasise concepts and methods more than just the subject content.

1.3 Findings and Analysis

Prior to first planning for the sharing of staff expertise a mapping exercise was carried out by the Head of School and all Curriculum Managers in order to highlight individual expertise and identify how his might add value to other programmes. This was the first step towards promoting cross curriculum collaboration throughout the school and having been carried out prior to the start of the academic year it provided a timely opportunity to open up lines of communication between separate curriculum areas and begin innovative long term planning. All of the activities that followed came out of this initial starter and as such the activity has been scheduled to take place again prior to the start of the 2018-19 academic year. There may also, in the future, be a benefit in making this a larger cross-college activity in order to further share staff expertise beyond not only their own courses, and own schools but with HE students across all disciplines.

The specific cross-curricula activities that took place across the year were all met with positive feedback from the students that participated with the activity between Sport and Podiatry receiving particular praise. Both sets of students found the experience of working alongside side each other in a 'live' setting to be extremely beneficial. The sports students were able to closely observe the highly refined professional skills that are displayed within the clinic and were able to reflect upon them in a self-developmental manner, whilst also enjoying the opportunity to interact with patients from a completely different population group than they had previously experience. Whilst this was a non-formal learning opportunity (OECD 2016) for the podiatry students, they were able to take on board information that could be beneficial to their wider patient population, and as such have requested further interdisciplinary work with the sports department.

Attempts at 'opening up' guest speaker sessions to students outside of the targeted curriculum area was the one area of this project that did not achieve the anticipated level of success with no 'external' students having attended any sessions. This lack of engagement is possibly due to the method of dissemination chosen for the shared schedule of guest speakers which was created. Once the list was populated it was stored in a shared network space accessible only by teaching staff within the school meaning that if staff did not specifically advertise these sessions to students then they would be unable to take advantage of the opportunity. Upon reflection a decision has been made to house the shared schedule within the virtual learning environment where easy open access is available to all students.

Having achieved some degree of success with developing inter disciplinary approaches to the HE provision in the school planning for further activities during 2018-19 is already underway. Interdisciplinary opportunities have already been identified to take place between both Management and Social Work, and Counselling and Management. In addition the already successful collaborative between Sport and Podiatry is to be further developed in order to aid the Podiatry students scope of practice to allow them to offer valuable physical activity advice to their patients and also enrich additional modules across the range of HE courses offered within sport.

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2.0 School of Education and Supported Learning

2.1 Introduction

During the academic year 2016/17 there were some issues within the higher education provision in the School of Education and Supported Learning around student complaints and negative feedback, particularly within the National Student Survey (NSS). To improve provision and the overall student experience the team decided to develop a plan with the aim of improving the effectiveness of gathering and acting upon student feedback. This is in line with recommendations from Harvey (2003) and Kane et al (2008) who state that for institution wide surveys to become useful for enhancement they must be supplemented with methods that emphasise qualitative comments.

Underpinning the overall aim were the following key objectives:

- Improve communication channels for students to give continuous feedback and raise concerns informally.
- Gather more detailed qualitative data relating to NSS survey questions.

2.2 Method and Anticipated Impact

Multiple steps were implemented in order to attend to the stated aims and objectives:

1. The Head of School, Curriculum Manager and HE Quality Manager met all part time evening groups in person during the induction period to emphasise commitment to gathering and responding to student feedback.
2. All students were given an information sheet with photos and contact details of all teaching staff, Curriculum Manager and Head of School and encouraged to give continuous feedback.
3. All teaching staff were made fully aware of the NSS questions with the intention of ensuring that students were clear about the meaning of the questions / topics / terminology.
4. Informal student voice activities were carried out at the end of each term for every group with the information gathered being focused around the NSS questions. Information gathered was collated and reviewed, with any emerging issues.
5. The Head of School conducted regular student forum meetings with the evening classes to allow students to flag any issues quickly.

At all stages where issues were identified action was taken to resolve this where reasonably possible and in all cases feedback was provided to students via head of School group discussion, tutorial contact or via posts on Schoology, the college's virtual learning environment.

The major intended impact was for the improvement of the student experience and student satisfaction via the faster identification and resolution of student issues and concerns. It also became evident that the additional gathering of qualitative feedback also allows for the identification of good practice on specific programmes that can be shared across the school and beyond.

2.3 Findings and Analysis

All higher education students within the college who start programmes in September complete an HE induction survey during October in which they reflect on various aspects relating to the start of their time studying their courses. Results across the school of Education and Supported Learning were very positive for the majority of courses. Of the six higher education programmes surveyed five scored above external benchmark on all five sections of the survey. Responses for the BA (Hons) Education and Training did however show some cause for concern across a number of areas with the new methods of gathering more qualitative feedback being useful to help attend to concerns.

The next internal survey was carried out in March 2018 which showed mixed results mirroring the same trends across programmes that were identified with the new informal qualitative feedback mechanisms. Whilst student views consistently identified good practice within the FdA Supported Learning and teaching and year two of the PGCE / Certificate in Education, areas for improvement were found in both the BA (Hons) Education and Training and year one of the PGCE / Certificate in Education.

Unfortunately no comparison of National Student Survey results could be made to previous years' results as not enough responses were made in 2018 for a set of results to be published.

Whilst the interventions utilised within this year's school enhancement project did not result in all of the benefits that were initially desired it still proved to be of value. The qualitative feedback that was gathered has given the team more valuable detailed feedback to help with planning courses for 2018-19, with the positive feedback that was received being a useful addition that was not initially considered. In particular the term one informal feedback carried out prior to the Christmas break was extremely valuable in terms of being able to respond to issues that were not picked up by the HE Induction survey.

The process also helped to identify challenges that are faced when gathering, analysing and utilising student feedback. It was frequently found that the feedback received within a cohort was extremely varied and often contradictory, which makes it challenging to meet individual needs. Additionally, in line with work from Buckley (2018), Lancaster and Fanshawe (2015) and Rienties (2018), it was observed that negative feedback did not directly link to academic performance. It is therefore important to remember that survey results alone should not be used as proxies for the quality of a course. Some students also commented that they had been asked to complete too many surveys during the academic year. This final point may be significant with the issue of 'survey fatigue' having been reported in the literature. Porter et al (2004) showed that administering multiple surveys in one academic year can significantly suppress response rates in later surveys. In future, it may therefore be important to reduce the number of times that students are surveyed whilst still collecting the important qualitative information, or trial alternative methods of gathering this information.

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3.0 School of Health, Care and Public Services

3.1 Introduction

Kerr and Frese (2016) have suggested that only 20-30% of undergraduate students complete required reading as set by their programme and that this lack of reading can be associated with a decline in academic performance. A variety of reasons have been reported for this lack of engagement with academic reading but Walker (2008) has suggested that students need to be supported throughout their higher education journey to 'develop the habit' of reading. The use of journal clubs has been well documented within postgraduate medical education (Lucia and Swanberg, 2018) where they have been shown to be an effective way of consolidating learning that is gained via more traditional teaching, whilst also encouraging active engagement with course content and providing indirect support to students who find self-directed study challenging (Scourfield and Taylor, 2013).

After receiving disappointing results to the NSS question 'I feel part of a community of staff and students' Jo Thomas programme leader for the FdSc Applied Health and Social Care drew upon her background in Nursing and implemented a journal club with her level 5 students. The journal club has been pencilled into an extra-curricular slot, and whilst it has been a non-mandatory session attendance has been maintained at a remarkable 100%. The basic structure involves Jo facilitating a session where students review, discuss and analyse programme related literature to enhance understanding, knowledge and dissemination of key terminologies and promote independent study. The previously mentioned use of engaging students in academic reading notwithstanding Jo's major aim with this initiative was to foster a community spirit within the group where there is no hierarchy of control meaning that students and staff operate on the same level. Alongside the academic journals, textbooks and newspaper articles that students bring to discuss each is also required to bake a cake and bring it to the sessions, regardless of the level of success experienced! Jo reports that this addition and discussion around the trials and tribulations of baking helps to develop the sort of openness and transparency that will be required of these students once they progress into employment within the field of Health and Social care.

Building upon the experiences of staff and students from the FdSc Applied Health and Social Care programme this years' school enhancement project aimed to support students in to the habit of reading via the launch of journal clubs within the other foundation degree programmes in the school; FdA Public and Community Services and FdA Childhood Studies and Professional Practice.

Underpinning this overall aim were the following specific objectives:

- To encourage and promote independent research and analytical review of programme related literature.
- To promote and enhance the ethos and standing of the HE community.

3.2 Method and Anticipated Impact

Using the experience of the pre-existing journal club within the FdSc Applied health and Social Care programme and with consideration given to Deenadayalan et al's (2008) characteristics of successful journal clubs, programme leaders were to implement bespoke journal clubs for students enrolled on the FdA Public and Community Services and FdA Childhood Studies and Professional Practice.

Whilst programme leaders were free to structure their journal clubs in manners they deemed to be conducive to the learning preferences of their students the overarching structure was to be a series of meetings where students review, discuss and analyse programme related literature/journals to enhance understanding, knowledge and dissemination of key terminologies and promote independent study.

Journal Club was initiated for level four students on the FdA Public and Community Services; embedded within the tutorial session once per month with a more formal 'speed-dating' structure being utilised. In this structure the staff member supplied a number of journal articles which were placed on different tables in the classroom. Students were then given a set time in which they were to read a different journal about a given topic identifying the key aspects, highlighting key information, limitations and findings. Each student then feeds back the information to their peers who can take notes and make reference to the journal article. The long term aim is to continue with the use of journal club into level five where greater autonomy will be handed over to students in order to support their development as independent learners.

Journal club for the FdA Childhood Studies and Professional Practice was embedded into a Personal and Professional Development Module towards the end of semester one and continuing into semester two. Sessions took place over several consecutive weeks and were aimed at supporting students who were working on independent projects. Each week students would bring, and discuss, resources which were relevant to their own assessment work and that they felt could help other students.

The evidence base found within the literature suggests a range of potential benefits for students who engage in these journal clubs with enhancements reported in research skills, independent study skills, literature review and understanding (critical appraisal), communication and awareness of core texts. (Scourfield & Taylor, 2013, Abdulla, 2016, Lucia and Swanberg, 2018). There have also been reports of improved academic performance (Abdulla 2016).

3.3 Findings and Analysis

Whilst these sorts of developments may take time to manifest the feedback reported from the pre-existing initiative, and the level of engagement observed with it has certainly pointed towards the implementation of the journal club being a transformative experience. There was however a need to capture impact of the implementation of the two new journal clubs, with quantitative data being recorded in the form of assessment grades, and qualitative data coming in the form of lecturer opinions regarding reference lists from submitted assignments and direct surveys of students regarding their experiences of engaging with the new initiative.

Within the Childhood Studies and Professional Practice cohort lecturers noted that they saw an improved quality within the reference lists submitted alongside assessed work across the cohort, along with subjective suggestions that students had developed their research skills to allow more independent thinking. In comparison with 12% of the 2016-17 cohort of graduating students 21% of the current cohort achieved a distinction profile on the programme. Whilst this improvement in results cannot be solely attributed to the implementation of the journal club it is perceived to have been a valuable tool that certainly contributed to this.

With the Public and Community Services cohort lecturers once again noted a wider range of resources being used within assessments in amongst what were described as more comprehensive reference lists. Lecturers also suggested that improved confidence could be observed within the students as sessions progressed with the journal club being seen as an important tool in helping to

'bridge the gap between FE and HE'. To back up these subjective observations data showed that 63% of the students felt that the implementation of a journal club was useful for them with 36% of students showing an improved grade profile in semester two of the academic year. Direct feedback from the students was supportive of the scheme with the following statements being indicative of student opinion:

- "I feel more confident with my referencing and what to research".
- "The journal club helped to develop my academic reading skills".
- "I would like to do this more often."
- "This allowed us to generate more information through sharing different views."

Again whilst the results illustrated here do not offer definitive proof of the positive impact of implementing a journal club with foundation degree students they do create the beginnings of an internal evidence base. Such an initiative is low cost in terms of both time and effort; and with the potential for positive outcomes as have been seen in this trial the implementation of similar schemes across other Higher Education programmes would be recommended with further evaluation being carried out.

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4.0 School of Technology

4.1 Introduction

Higher Education within the school of Technology is broadly organised into two separate streams; engineering (including both electrical and mechanical) and construction and civil engineering. Within both areas students follow Higher National Certificates / Diplomas as validated by Pearson Education meaning that whilst delivered programmes included course specific content they are structured in very similar ways. One key difference, however, during the 2017-2018 academic year was that the construction courses followed the new Regulated Qualifications Framework (RQF) specifications, with the engineering programmes still operating under the National Qualifications Framework (NQF) until next year.

Whilst it is not uncommon for higher education to take place within these kinds of 'institutional silos' (McInnis, 2003) the sorts of local and global problems faced by graduates when they enter the workforce make interdisciplinarity essential within modern Higher Education (Keller et al 2017) in order to create what Lyall et al (2015) describe as agile learners. Leahey et al (2015) have noted that interdisciplinary approaches can help to create transformative and innovative practice within institutions, with Jones (2009) showing specific positive effects on the student experience. In light of these findings and to support ongoing enhancements in delivery it was deemed important to begin to create interdisciplinary collaboration within the school of technology.

As such the aim of this year's school enhancement plan was to promote inter-disciplinary working across the school for both staff and students. Underpinning the overall aim were the following specific objectives:

- To support year one HNC students in the selection and refinement of suitable independent work based projects and prepare them for the demands of the project module ready for commencement in September 2018.
- To enable students from both curriculum areas to share best practice, present their project proposals and predicted results, and promote inter-disciplinary working across the school.
- Create a working delivery model adapted from the HNC/HND Civil Engineering and Construction RQF qualifications, to use for the new intake of RQF HNC Mechanical and Electrical Engineering students.
- To utilise the knowledge and experience of Civil Engineering and Construction lecturers of delivering the new RQF HNC project module to inform future delivery within Engineering programmes.

4.2 Method and Anticipated Impact

The key intervention for this project has been the setup and utilisation of an interdisciplinary course on Schoology, the College's Virtual Learning Environment (VLE). Within the course setup folders were created that included exemplar student project work for QCF Units 5 and 62, and RQF unit 1, each with a discussion forum attached for ideas and questions to be shared. There was also an overall discussion board where all course members were invited to share their initial project ideas and discuss with others. A sample of 16 HE students, eight from each curriculum area within the school, were invited to join the course alongside three members of staff from each area in order to stimulate initial engagement with this intervention. Alongside this student focused activity time was also made available for staff from the distinct curriculum areas to meet to focus upon curriculum design aspects relating to the changeover from QCF units to RQF units, thereby meeting Barnett's (2000) perspective of 'creating new teams to solve new problems'.

It was anticipated that an interdisciplinary approach could have a range of benefits for students, with Chettiparamb (2007) suggesting that it might:

- Help students to remain interested and curious, leading to them becoming more highly motivated.
- Create more enriching personal contacts.
- Help students to develop a more inventive frame of mind.
- Help to emphasise concepts and methods more than just the subject content (i.e. research design and methodology in this context).

Healey, Jenkins and Lea (2014) stated that such schemes that help students to go public with their work challenge and sustain them to produce high quality work, and helps to develop a sense of pride in their own work. In addition Spronken-Smith et al (2013) found that creating avenues for students to disseminate their research also builds key communication skills and develop student autonomy.

In addition potential benefits for staff were also reported by Chettiparamb (2007) which could in turn create benefits for learners:

- Work towards attainment of common goals (i.e. high level delivery of RQF individual projects).
- Discourage individuals from undertaking isolated tasks (i.e. continued routes for sharing practice).
- Open up new fields of knowledge and making new discoveries possible.

4.3 Findings and Analysis

Ongoing student engagement with the intervention was monitored via the analytics section on Schoology, which generates information regarding the number of visits to the specific course, time spent within the course, and the number of posts made by each student. This information revealed that 13 of the 16 enrolled students accessed the course with these students having spent an average of 1 minute 46 seconds total spent within the course over the lifetime of the intervention. Five posts were made within the discussion section of the page with two being made by lecturers on behalf of students, two being made by students, and one being made by a lecturer in response to a post from a student. All of these posts, and much of the student access to the course, were made in early march in the initial weeks after the Schoology course was launched.

Reflections from course lecturers suggest that the low engagement from students with the online materials and discussions was due to the 'add-on' nature of this intervention. The information relating to this project was housed in a Schoology course separate to the main programme materials meaning that students would not naturally enter this course whilst accessing other materials. In addition with this intervention starting midway through the academic year students had not developed the habit of engaging in these additional discussions and might have perceived it as an 'extra' activity to carry out on top of their already established academic routines.

Based upon these reflections and the previously mentioned evidence of the benefits of interdisciplinary working staff are keen relaunch the scheme in the new academic year. The second attempt will however be introduced to students at the commencement of their studies with the hope that seeing this as a part of their studies rather than something 'in addition to' will help to foster greater engagement.

Staff from the two curriculum areas were positive regarding the experience of being able to spend time together to support curriculum planning. Module leaders have worked closely together and new learning materials have been produced, with delivery methods having also been adapted in preparation for Mechanical and Electrical Engineering courses following the new RQF specifications beginning in September 2018.

Whilst definitive evidence of the benefits of this year's enhancement project has not been captured the involved staff have seen enough potential to roll the project over into the next academic year with the previously mentioned revisions to its application. There is also an intention to capture more qualitative information in order to evaluate student views regarding their own personal engagement with the Schoology course and its impact upon the development of their own individual projects and knowledge. In addition following the project presentations next academic year participating students will be surveyed regarding the impact of the event upon their work and their personal/academic skills.

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5.0 School of Tourism, Digital and Creative Industries

5.1 Introduction

The aim of the Tourism, Digital and Creative Industries enhancement project was to increase internal progression from current level 3 programmes to higher education programmes within the school. The specific areas of higher education within the school are Information Technology, Music and Performing Arts, Graphics and Media and Hospitality and Tourism.

Underpinning this overall aim were the following key objectives:

- Utilisation of current level four and level five students to deliver subject specific sessions to level three learners.
- Utilisation of graduates from New College Durham foundation degrees now in employment as guest speakers to cohorts of students.
- Enhance awareness within level three cohorts of further career prospects obtainable via studying a Foundation Degree at New College Durham or Apprenticeship equivalent

The interventions within this project rely heavily upon concepts of 'Near-peer teaching. This is a methodology that utilises more experienced students as tutors for those with less experience based upon their ideal position to pass on their knowledge and skills (Evans and Cuffe, 2009). This learning intervention has been widely recognised as an effective method for teaching and learning within medical education (Gottlieb et al, 2016) due to the social and cognitive congruence afforded by the near-peer teachers. The near-peer learners see the near-peer teachers as being ideally placed to be providers of information, role models and facilitators (Bulte et al, 2007) and previous studies have suggested that these individuals are able to improve the learning environment due to their more effective communication (Evans and Cuffe, 2009).

5.2 Method and Anticipated Impact

The project sought to make use of higher education students delivering subject specific sessions to further education students across all of the curriculum areas within the school:

The assessment requirement of Level three year two Travel and Tourism students to organise an event was seen as a perfect opportunity to engage Level five students from the foundation degree in Event management as Near-Peer teachers. As part of their own Conferences and Events module the level five students were deployed to provide guest lectures, advice and guidance to their younger counterparts to support them planning their assessed events. The level three students also joined the level five students on a visit to Old Trafford Cricket ground to meet with experienced event manager Sarah McManus who has organised such high profile events as the Manchester One Love Concert. This series of interactions culminated in the near-peer assessment of the level three events by the foundation degree students.

Beginning in February 2018 a level five Computing with Networking student ran a voluntary lunchtime coding club to support L3 students with learning the Python coding language. HE students from across this curriculum area (IT, Graphic Design and Visual Arts) also supported an FE parents evening by providing examples of their creative work to show to prospective higher education students and their parents.

Within the Music curriculum area, as a part of the requirements for their Work Related Learning 2 module, level five students from the foundation degree in Roots and Popular Music delivered a four week programme of group and instrumental sessions with level three music students. All L5 music students were involved in the design and delivery of 40 sessions in semester 2, which were delivered to 12 L3 music students; 6 each from year one and year two. The group sessions focused on a broad range of topics including music theory, songwriting, arranging, practical performance, music production techniques and harmony singing. These sessions were supplemented with one-to-one mentoring which was aimed at improving instrumental skills.

It was expected that implementation of the near-peer teaching strategies would support internal recruitment on to higher education programmes due the opportunities that are being created for the FE students to interact with their HE counterparts and gain a taste for course content through the sessions being delivered. There are also anticipated benefits for the participating higher education students due to them having to consolidate their own knowledge in order to then deliver it effectively to their L3 audience. Krych et al (2005) reported that near-peer teaching improved understanding of course content, and also helped to develop communication skills, teamwork, leadership and confidence. Colvin and Ashman (2010) added that both the peer mentors and students saw benefits, ranging from individual gains to helping students become connected to the campus as a whole.

5.3 Findings and Analysis

The initial aim of this project was to, via the bespoke interventions discussed above, increase internal progression from current level 3 programmes to higher education programmes within the school. The Foundation Degree in Event Management had not recruited for the 2017-18 academic year, however, following the involvement of level five students in the researching, preparing and running of a level three event the course has recruited 13 students for the new academic year. Eight of these students directly participated in this event suggesting that their working with a group of near-peers might have influenced their desire to continue their studies in this academic field. Similarly following the near peer teaching within the music department all six year two level three students have enrolled onto the Foundation Degree in Roots and Popular Music at New College Durham. The level three students also offered positive feedback on the experience with one student stating “This has helped my confidence and my relationship with the older students”, and another adding “This has shown me the level that I could be working at in the future”.

Benefits for the HE students who acted as the near-peers in support of their level three colleagues were also captured. Music students reflected upon how the experience supported their development of employability. One student stated that “Even if I don’t decide to get a teaching degree I have gained skills appropriate for one to one lessons too. I can use these skills to help me generate further income” and another adding “I really enjoyed both styles of teaching such as the group teaching and the one to one teaching. I think that I will definitely generate an income from teaching and it is definitely a career path that I would like to take”. Similarly the level five student who ran the coding club aspires to become a teacher upon completion of her studies and so was able to utilise the experience as her first taste of working with young people to facilitate learning. Whilst only two level three students regularly engaged with the coding club they were able to make great progress with their skills, the student facilitator enjoying the experience of supporting the development of other students, and also felt that she gained confidence from the experience. Now studying at level six the student is planning to once again offer the coding club to year one level three students in the new academic year beginning after October half term, with efforts also being made to recruit another level five HE student to assist.

Based upon the success of these interventions across the course of this year curriculum areas plan on embedding them within their provision on an ongoing basis. Plans are also in place to further develop the use of the near-peer model in a way that allows HE students to demonstrate skills they have learned, and engage FE students by providing them with a taste of HE via the implementation of skills weeks.

5.4 References

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