



# HEA & Support for Disciplines

Dr. Samer Bagaeen MRTPI FRICS AoU FRSA

Built Environment Discipline Lead / Brighton Planning School



# Who we are



The Higher Education Academy is the national body for learning and teaching in higher education in the UK.

We work with institutions across the higher education system to bring about positive change that improves the outcomes for students.

DL does this by recognising and rewarding excellent teaching, bringing together people and resources to research and share best practice.

# The HEA



- Has a presence and dedicated teams in the UK nations
- Works in 28 disciplines, grouped into 4 clusters (Arts & Humanities, Health Sciences, Social Sciences, STEM)
- Employs a team of academic experts and has built a network of Associates in universities and colleges



# Seven national thematic priorities



1. Assessment and feedback
2. Employability
3. Internationalisation
4. Retention and success
5. Education for sustainable development
6. Flexible learning
7. Reward and recognition of teaching



# The Pedagogy of Community Development and Engagement



**27 March 2014, at the Higher Education Academy, York.**

This second one-day workshop is designed for postgraduate students, academic staff and practitioners who are involved in teaching and supporting student learning specifically in community development; politics; planning and other built disciplines; health; sociology and public health.

# Embracing peer-contribution(s) in assessment practices



**25 April 2014, at UCL School of Planning, Wates House**

This one-day workshop is designed for postgraduate students, young academics and other non-permanent academic staff/practitioners who are involved in teaching and supporting student learning specifically in planning and other built environment disciplines.

The participatory sessions will explore PAL (peer- assisted learning) as an environment and as a tool for learning and the value of peer assessment and feedback.

# Fostering Multi-Disciplinarily in Built Environment Education using BIM



**20 May 2014, University of Salford, Manchester**

There is a growing interest within Built Environment education sector to use BIM as a core to enhance inter-disciplinary collaborative working.

The workshop will focus on strategies to adopt BIM in the undergraduate/postgraduate curricula and to enhance multi-disciplinary collaboration using BIM technology.

# Publications

## **Embedding Building Information Modelling (BIM) within the taught curriculum (HEA & BAF)**

[http://www.heacademy.ac.uk/assets/documents/STEM/Built-environment/BIM\\_June2013.pdf](http://www.heacademy.ac.uk/assets/documents/STEM/Built-environment/BIM_June2013.pdf)

Ray, T. (2012) ***Community Planning and Community-led Development: The impact of the localism agenda on learning and teaching***, HEA STEM Report

[http://www.heacademy.ac.uk/resources/detail/disciplines/built-environment/Community\\_planning\\_Aug\\_2012](http://www.heacademy.ac.uk/resources/detail/disciplines/built-environment/Community_planning_Aug_2012)



# ***Sharing good practice in town planning education (2014)***



Report co-funded by the HEA, RTPI and CHOPS

The report will consider aspects of good practice in teaching and learning on undergraduate and postgraduate UK/Irish (RTPI-accredited) planning courses/programmes, with a view to disseminating this, including innovative methods, more broadly.

# Context

External issues for higher education include the attenuation of the perceived capability of planning, and the challenge of competing professions which have arguably greater capability for specialist functions.

Internal issues within higher education include pressures for institutional restructuring affecting disciplinary identity and coherence.



# Context

The increasing challenge of internationalisation involving for instance demands for greater emphasis on (cross-national and transferable) skills rather than (context-based) knowledge.

Transferable skills such as communication, negotiation and problem-solving are valued more highly by employers than subject-specific skills relating for instance to GIS (from McLoughlin, 2012, a practitioner survey).

**For planning education, this clearly presents a challenging context, and one in which the sharing of good practice is increasingly valuable.**



# Initial findings

Clear consensus so far on importance of interdisciplinary working and linkage to employability with good practice evident for both

Increasing awareness of need to address internationalisation and link this to other good practice aims

Some good use of technology and web-supported learning including social media

Several institutions also make use of real-life clients for student projects. The clients have the chance to comment on the student work, and how they intend to use it subsequently.

Several institutions encourage broader strategic partnerships with local authorities to facilitate practitioner involvement in teaching and project work

# Thank you



[samer.bagaen@heacademy.ac.uk](mailto:samer.bagaen@heacademy.ac.uk)

