

LTC12D116

Title: Continuing Professional Development for Academics at UEA
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Issue

To consider the merits of a CPD programme for academics and staff who support learning, linked to HEA accreditation.

Recommendation

The LTC is invited to set up a broad-based Working Party to make a final recommendation regarding CPD policy to the LTC by March 2014. It should be chaired by a senior academic and have secretarial support. It should also have a budget of £2K, in order to make external visits.

Resource Implications

The working party will identify the resource implications of any future CPD programme. It is estimated that the working party itself should require 20-30 person days in total.

Risk Implications

HESA returns now include indicators of staff teaching qualifications and competence, based on HEA Professional Recognition across 4 descriptors. Although the MA-HEP programme (PGCERT) does provide professional recognition through its accredited programme, this only applies, in the main, to early career academics. An accredited CPD programme would enable academics and those supporting learning to apply for professional recognition across four descriptors (Associate Fellow, Fellow, Senior Fellow, Principal Fellow).

A number of HEI's who are UEA's direct competitors have CPD programmes in place or are putting programmes in place (two examples below).

It is assessed that the risk of doing nothing is HIGH.

Equality and Diversity

There are no specific implications regarding equality and diversity. Indeed, a CPD programme would afford greater recognition across a wide range of those engaged in teaching and supporting learning.

Timing of decisions

It is suggested that the recommendation be implemented immediately with the first meeting of the working party to be scheduled for September 2013 at the latest.

Further Information

For further information, contact Dr Geoffrey Hinchliffe (CSED), g.hinchliffe@uea.ac.uk

Background

It is important that the University's approach to teaching and learning is properly aligned with the **UK Quality Code Chapter B3** (Teaching and Learning) and addresses the 9 key 'indicators' set out in that document. This includes the need for a 'strategic approach to teaching and learning' and a need to 'promote a shared understanding of this approach amongst staff, students and other stakeholders'. Chapter B3 requires that the University ensures that 'teaching practices are informed by reflection, evaluation or professional practice, and subject specific and educational scholarship' (**Indicator 3**). It also requires that the University assures itself that 'everyone involved in teaching and supporting learning is appropriately qualified, supported and developed' (**Indicator 4**). A link to Chapter B3 is provided: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B3.aspx>

It is also critical that substantive steps are taken at the earliest opportunity to ensure the achievement of the strategic goals that the University has articulated via its own **UEA Corporate Plan 2012-16**. Section 1 of the Plan, which addresses Education and the Student Academic Experience, recognises the centrality of Continuing Professional Development in **delivering** the very highest standards of learning experience for our students. It includes a commitment to ensuring that 'academic staff engage in professional development activity related to teaching, learning and assessment or, where appropriate, professional practice, with a minimal threshold of one development course or peer-assisted activity each year'. Section 7 of the Plan refers to the need for 'performance management, leadership development and a collegial and congenial environment that enables all staff to flourish in their roles'. An effective CPD strategy is central to and crucial to achieving both of these stated goals.

Currently, early career academics benefit from participation in the MA-HEP programme which enables its participants to develop and reflect on their academic practice with a focus on teaching and learning. This is a probationary requirement which also brings (through accreditation) the status of Fellow of the Higher Education Academy (HEA). The programme has been recently revised to ensure that it is aligned with the UK Professional Standards Framework (UKPSF). The UKPSF (see attached) has become the UK-wide benchmark for teaching competence and an increasing number of HEIs now align their professional development programmes for academic staff with the UKPSF, which is used by the HEA as criteria for accreditation purposes.

But although early career academics at UEA engage in professional development through the MA-HEP there is currently no framework which allows mid-career academics to do so. The introduction of peer observation is an important development but of itself is only one element of CPD. The purpose of this paper is to explore possible options for CPD for academics not covered by the MA-HEP.

Discussion

There are a number of reasons for doing so:

1. The university needs to satisfy itself and be able to demonstrate that the quality of student experience in respect of teaching and learning is consistent across all types of learning.

2. Academic staff may welcome the opportunity for more formal recognition through UKPSF descriptors 2-4 (Fellow, Senior Fellow and Principle Fellow).
3. A CPD programme could give experienced academics an opportunity to help develop less experienced colleagues.
4. HESA returns now require that institutions identify members of staff who are in receipt of professional recognition across all four UKPSF descriptors. If a CPD programme was accredited by the HEA then this could increase considerably, over time, the number of HEA Fellows.
5. Although academics can apply for HEA recognition through making individual applications an institutional pathway would act as an incentive and facilitate peer approval.
6. A CPD programme would help to increase further the status of teaching by extending its public recognition throughout the university.
7. A CPD programme would help consolidate the recognition and importance of academic lecturers on ATS contracts.

Two examples of CPD:

Aspire (University of Exeter)

http://www.exeter.ac.uk/media/universityofexeter/humanresources/documents/learningdevelopment/aspire/ASPIRE_Guidance_Pack_for_Applicants_022012.pdf

Exeter University currently has in place a CPD programme called Aspire that is accredited by the HEA. It is aimed at all staff who support teaching and learning including associate tutors and those on ALC contracts and has been running now for 2 years. It is accredited at all four descriptors of the UKPSF, from Associate Fellow right through to Principal Fellow. It was developed through the combined efforts of HR, Faculty, Student Union and Staff Development functions. In each School/Department there is an Academic Lead or line manager who encourages and supports the development of professional expertise. There is a straightforward application form and applicants are asked to provide evidence covering four areas including peer dialogue, feedback, attendance at workshops and keeping up to date with scholarship/research in the L&T field.

Candidates can either make a written submission or an oral presentation. A panel meets once a month to consider applications. The panel is staffed by working academics and others engaged in supporting learning. Assessors on the panel have training in the UKPSF. There are certain key features of this programme, as follows:

- The CPD process is tied into promotions criteria, e.g. Staff applying for Senior Lecturer position are required to be an HEA Fellow and be working towards Senior Fellow status.
- Staff 'buy-in' was achieved partly by setting in place a Working Group which had wide representation.
- It started as a pilot in 2010/11 and so far 88 staff have used ASPIRE to achieve recognition at Associate Fellow, Fellow, Senior Fellow or Principal Fellow level.
- Very detailed written feedback is provided to applicants by the Panels which has been greatly appreciated by academics.
- Staffing to support the admin of ASPIRE and senior academic leadership are essential. Panels are large (normally 8) so tie up a significant staff resource.

Cadenza (University of Essex)

[https://www.uea.ac.uk/csed/resources/Cadenza+CPD+Scheme++\(University+of+Essex\)](https://www.uea.ac.uk/csed/resources/Cadenza+CPD+Scheme++(University+of+Essex))

The university of Essex have a CPD scheme that has many similarities with Aspire. It constitutes a CPD pathway through all four UKPSF descriptors. The main differences from Aspire is that it includes a peer dialogue process which takes the place of presentations to an assessment panel. But an assessment panel meets regularly to consider written submissions. There are no oral submissions, only written ones.

Summary

There are a number of advantages to both of these schemes, namely:

1. The process is relatively straightforward
2. It is under the control of working academics
3. The UKPSF are sufficiently broad that they can be translated into more specific disciplinary and teaching requirements
4. The assessment procedure gives professional development a public platform
5. The CPD programme is fully transparent
6. It is accredited by the HEA
7. It give professional recognition to senior academics at Senior and Principal Fellow levels

There are, of course, disadvantages:

1. Even if the panel only meets once a month and even though the pool of assessors is increasing this is a considerable draw on resources.
2. In order to ensure alignment with the UKPSF both assessors and applicants need to be aware of the implications of the UKPSF and how the PSF can be used. This could take time and also give rise to much debate which may or may not be productive
3. Academics with a strong sense of their own disciplinary identities may be reluctant to invest time in CPD. This could mean that once the first flush of enthusiasm has waned the scheme would falter.
4. Academics who most need the CPD programme will not, as a matter of fact, use it.
5. Academics as a whole will not tend to use it unless there are links with promotion
6. The whole of L&T at the institution would be tied into the UKPSF. There is a possible danger of threats not only to academic autonomy but, more importantly, the ability of UEA as an institution to forge its own, distinctive path as far as CPD is concerned.

Both schemes do the same kind of job, with the Cadenza programme looking slightly lighter on resources.

Summary

Given the fact that HESA returns now include the number of HEA Fellows in an HEI, it is suggested that a CPD accredited programme now seems inescapable. However, thought still needs to be given as to its scope and the amount of resources required. These matters can be considered in more detail by the proposed working party.

Attachments

1. The UK Professional Standards Framework: <http://www.heacademy.ac.uk/ukpsf>

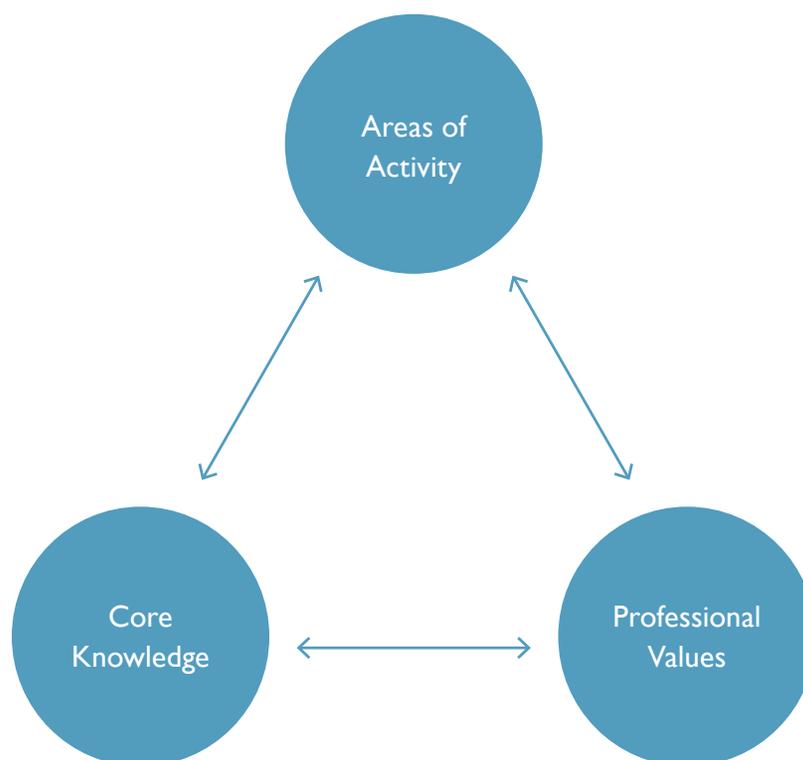
The UK Professional Standards Framework
for teaching and supporting learning
in higher education
2011



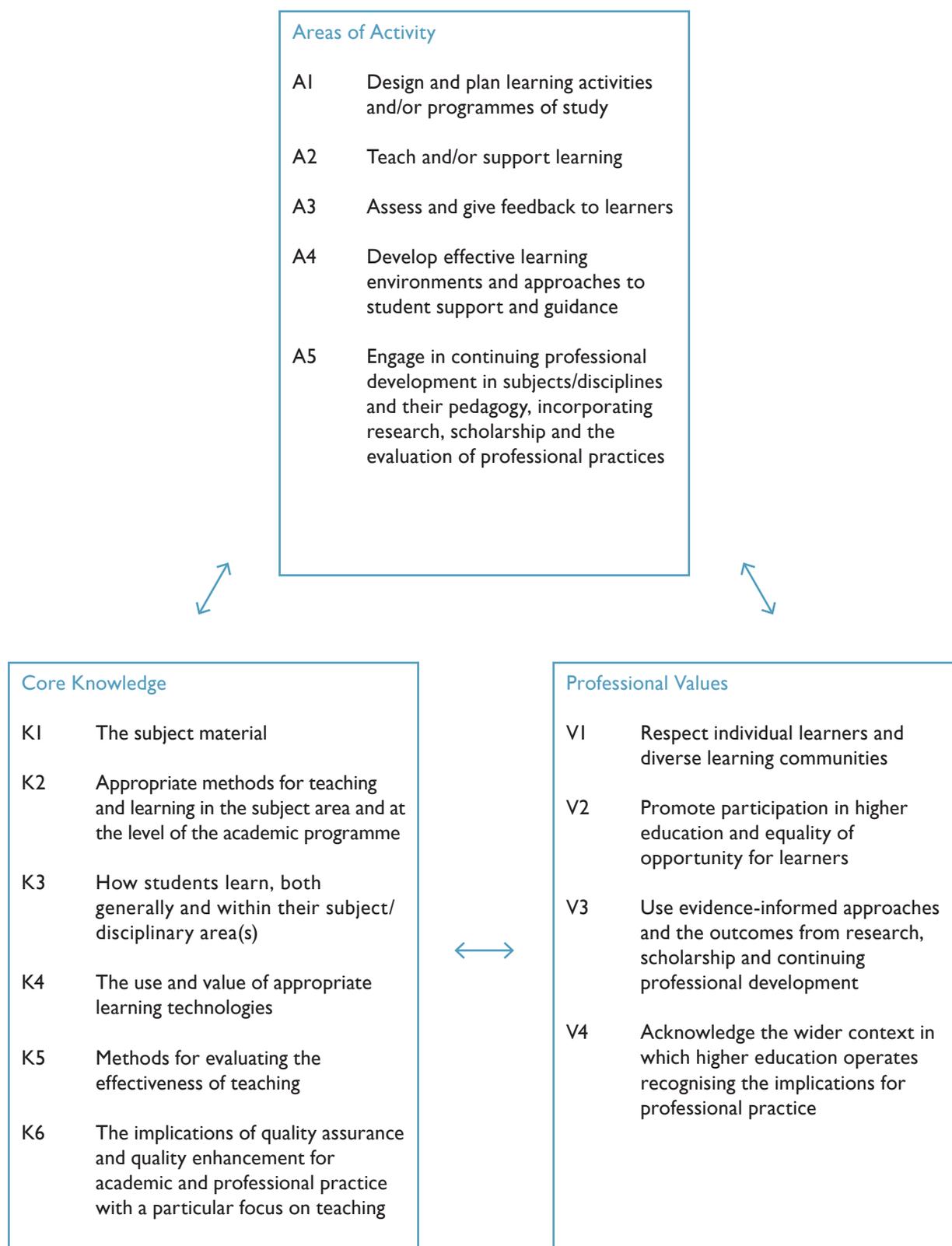
Aims of the Framework

The UK Professional Standards Framework:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
5. Facilitates individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities



Dimensions of the Framework



Descriptor I	Typical individual role/career stage	Related HEA recognition
<p>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</p>	<p>Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor I (D1) include:</p>	
<p>I. Successful engagement with at least two of the five Areas of Activity</p>	<p>a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students etc.)</p>	<p>Associate Fellow</p>
<p>II. Successful engagement in appropriate teaching and practices related to these Areas of Activity</p>	<p>b. Staff new to teaching (including those with part-time academic responsibilities)</p>	
<p>III. Appropriate Core Knowledge and understanding of at least K1 and K2</p>	<p>c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)</p>	
<p>IV. A commitment to appropriate Professional Values in facilitating others' learning</p>	<p>d. Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities</p>	
<p>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</p>	<p>e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio</p>	
<p>VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</p>		

Descriptor 2	Typical individual role/career stage	Related HEA recognition
<p>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:</p>	<p>Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:</p>	
<p>I. Successful engagement across all five Areas of Activity</p>	<p>a. Early career academics</p>	
<p>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</p>	<p>b. Academic-related and/or support staff holding substantive teaching and learning responsibilities</p>	
<p>III. A commitment to all the Professional Values</p>	<p>c. Experienced academics relatively new to UK higher education</p>	<p>Fellow</p>
<p>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</p>	<p>d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings</p>	
<p>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</p>		
<p>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</p>		

Descriptor 3	Typical individual role/career stage	Related HEA recognition
<p>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</p> <ul style="list-style-type: none"> I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning 	<p>Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:</p> <ul style="list-style-type: none"> a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas b. Experienced subject mentors and staff who support those new to teaching c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution 	<p>Senior Fellow</p>

Descriptor 4**Typical individual role/career stage****Related HEA recognition**

Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:

- I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments
- II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings
- III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning
- IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
- V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include:

- a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning
- b. Staff responsible for institutional strategic leadership and policy-making in the area of teaching and learning
- c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution

Principal Fellow

Framework Guidance Notes (FGN)

The UK Professional Standards Framework is supplemented and supported by a series of Framework Guidance Notes (FGN). These are designed to highlight and disseminate good practice in a given area as well as outline issues that institutions and individuals may want to consider in using the UK Professional Standards Framework.

Relationship to the Higher Education Academy National Accreditation Scheme

The Higher Education Academy recognises the importance and value of the UK Professional Standards Framework (UKPSF) and aligns its Fellowship categories with the Descriptors. Its accreditation scheme provides a national professional benchmarking of provision that reflects the best practices in the sector. Guidance and support is offered through the work of the Higher Education Academy to higher education institutions wishing to be accredited for their application and use of the UKPSF.

Please see <http://www.heacademy.ac.uk> for further details.