

SOLSTICE & CLT Conference 2016

'Fitting the Frame and Appraising the Picture'
**An overview of the potential merits of a professional standards
framework in an excellent North West University.**

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Research Aims

- **Research Aim 1:** To identify and describe the range of CPD models employed across the University that underpin excellence in teaching? How does subject specific and pedagogical knowledge shape the conceptions and conduct of professional interactions? • How does an institutional perspective shape conceptions of CPD needs? In what ways does it seek to link these to specific professional interests in order to celebrate diversity?
- **Research Aim 2:** To conceptualise the educational potential of reflective practice in CPD and its impact on professional practice, in terms of what tutors understand by reflection and what examples they might cite of impact?
- **Research Aim 3:** To explore how different professionals judge the effectiveness of current CPD practices, in terms of differences between disciplines?

Continuing Professional Development (CPD) of Higher Education (HE) Tutors

- Opportunities for HE tutors to maintain and update their knowledge, skills and values
- The EHU Institutional CPD scheme for internal recognition of HEA Fellowship D1-D4 i.e. Associate Fellowship (D1), Fellowship (D2), Senior Fellowship (D3) and Principal Fellowship (D4) has been commended by the HEA prior to its launch in October 2014.

Modalities

- For the purposes of this presentation it is useful to take the perspective that CPD has two modalities, namely, the **organisational** and the **individual**.
- The **organisational modality**: There is a significant emphasis on flexibility of provision to recognise the diversification within the staff base as well as a strong need for justification and transparency in making and supporting judgements about quality of teaching excellence
- The **individual modality**: There is a significant emphasis to encourage a unique and individual approach towards evidencing excellence in practice that might encompass critical reflection on • context and circumstance • knowledge • skills and practices • professional values and identities • decision-making • approaches to identifying learning needs

Linking the HEA framework to pedagogical theory and practice.

- A – Affective (Attitude) Professional Values
- B – Behavioural (Skills) Areas of Activity
- C – Cognitive (Knowledge) Core Knowledge

United Kingdom Professional Standards Framework (UKPSF) Accreditation Scheme to award Fellowship of the HEA

- Enables a shift in focus to include a learning, teaching and assessment oriented approach
- Produces reflective accounts and case studies by applicants with regard to learning, teaching and assessment for wider dissemination
- Promotes CPD experiences for HE tutors to enhance learning, teaching and assessment practices and thus enhance student experience, achievement and progression

Successes so far

Month	Year		D1	D2	D3	D4
December	2014		0	4	0	0
April	2015		1	18	4	2
December	2015		0	9	5	0

- The above data represents all three faculties across the four categories of HEA Fellowship
- The data does not include the D1 and D2 award achieved through completion of part or all of the PGCTHE

HEIs need to provide the necessary support for HE tutors via a range of CPD experiences

CPD experiences which enable staff to teach to the high standards expected to address the requirements of the TEF through planning and implementation of processes that address the first two bullet points taken from the 'Purpose of the TEF' parliamentary document 2015/2016:

The purposes of TEF are:

- ***to encourage excellent teaching for all students***
- ***promote improvement by highlighting exemplary practice***
- promote cultural change to recognise teaching as equal in status to research
- provide clear information on teaching quality to assist student choice
- provide clear information to help employers recruit students with better and known skills
- recognise and respect the diversity of provision and different types of excellence

Scheme Engagement 2016

- There are currently **102 colleagues** engaged with the scheme across the institution who are preparing to submit applications for HEA categories of fellowship, including **28 colleagues** who submitted applications in April 2016 and are awaiting confirmation of success.

Faculty of Arts and Sciences (FAS)

From the above data, in FAS there is currently a total of 56:

- (D1) Associate Fellow : 1
- (D2) Fellow : 46
- (D3) Senior Fellow : 9
- (D4) Principal Fellow : 0

Faculty of Health and Social Care (FOHSC)

- In FOHSC there is currently a total of 14:
- (D1) Associate Fellow : 0
- (D2) Fellow : 10
- (D3) Senior Fellow : 4
- (D4) Principal Fellow : 0

Faculty of Education (FOE)

- In FOE there is currently a total of 32:
- (D1) Associate Fellow : 0
- (D2) Fellow : 8
- (D3) Senior Fellow : 22
- (D4) Principal Fellow : 2

Additional Areas within the University

- Academic Quality Development Unit (AQDU): 1 x (D3)
 - Centre for Learning and Teaching (CLT): 1 x (D4)
- and
- Directorate: 1 x (D4)

Next steps

- Implement a full evaluation with participants in relation to the impact that their engagement with the professional standards has had on practice
- Consider the metrics required for the TEF and align emerging data (qualitative and quantitative) accordingly
- Further enhance the current scheme to incorporate effective transitions between categories (where appropriate) and provide a coherent link from action planning to future practice.

What Applicants have said...

- “I have now received my D3 Senior Fellow of the Higher Education Academy accreditation, and would like to thank CLT and all those involved who helped me to achieve this status. I could not have done it without you! Many thanks for all your support.”
- “Thank you CLT – I have registered and received my certificate already. I hope that all current and newly appointed experienced staff take advantage of what you offer and the support available from yourselves for HEA Fellowship. Again, thank you.”
- “Many thanks for this and for the support of CLT throughout.”
- “The development viva component really made me think so positively about what I do in terms of ‘Teaching and Learning’”