

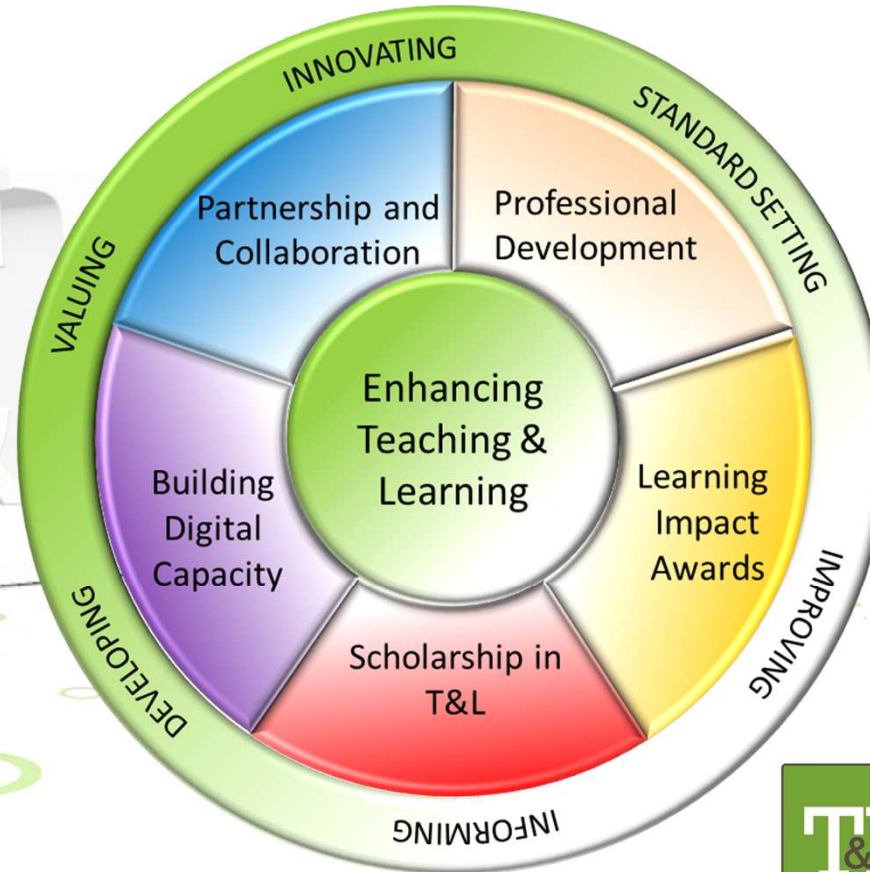
# Building Consensus – Developing a National Framework for those who Teach in Higher Education

Terry Maguire PhD  
Director  
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National Forum for the Enhancement of Teaching and Learning in Higher Education



# National Forum Workplan 2013/15



**NATIONAL FORUM**  
FOR THE ENHANCEMENT OF TEACHING  
AND LEARNING IN HIGHER EDUCATION

## Drive from Government

Within the Irish higher education policy context, the National Strategy for Higher Education to 2030 recommends that 'All higher education institutions must ensure that;

- all teaching staff are both qualified and competent in teaching and learning, and should support on-going
  - development and improvement of their skills'
- (Department of Education and Skills (DES), 2011, p.62).




# Drive from Europe

- Recommendation 1: Public authorities responsible for higher education should ensure the existence of a sustainable, well-funded framework to support higher education institutions' efforts to improve the quality of teaching and learning...
- Recommendation 4: All staff teaching in higher education institutions in 2020 should have received certified pedagogical training. Continuous professional education as teachers should become a requirement for teachers in the higher education sector.

(2013 European Commission (EC) report on Improving the Quality of Teaching and Learning in Europe's Higher Education Institutions)



# What kind of Professional Development?

Model of CPD	Purpose of model
The training model The award-bearing model The deficit model The cascade model	Transmission <div>  <div>Increasing capacity for professional autonomy</div> </div>
The standards-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

Kennedy, A. (2005) 'Models of Continuing Professional Development: A Framework for Analysis'. *Journal of In-service Education*, 31: 235–250. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/13674580500200277> [Accessed January 2015].



**A STRONG FOCUS ON..**



*Developing  
Staff not  
Stuff!*



## Assurance

Continuous improvement

Ensuring processes and procedures are in place to support the teaching and learning environment

Ensuring minimum standards are met for those who teach e.g. required courses for staff that are new to teaching

Staff engagement is obligatory and focused on baseline competencies

The sector can be confident that all staff meet minimum requirements and are competent in teaching

Feedback mechanisms in place to determine effectiveness

## Enhancement

Continuously improving teaching practice  
Striving for excellence  
Support staff to engage with focused enhancement activities

Teaching and learning engagement stems from an individual's commitment and is encouraged by institutional commitment to staff and student development

Sector works towards a common culture of continuous commitment to teaching and learning excellence

Research supported best practice with focused impact analysis



## Quick Realisation

- There are many answers as to what to constitutes a appropriate professional framework for those who teach in higher education.





# The Consultation Process

- What is happening in Ireland?
- What is happening Internationally?
- What do the teachers and other staff think?





450

56

10

62

45

14

9



## **What areas of T&L are currently incorporated into CPP Accredited Programmes?**

Teaching Methods/Approaches

Reflective Practice

Development of Research Skills

Digital Pedagogy



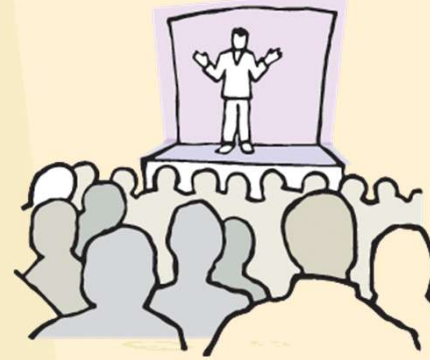
# Typology of Professional Development



Collaborative  
Non-Accredited



Unstructured  
Non-Accredited



Structured  
Non-Accredited



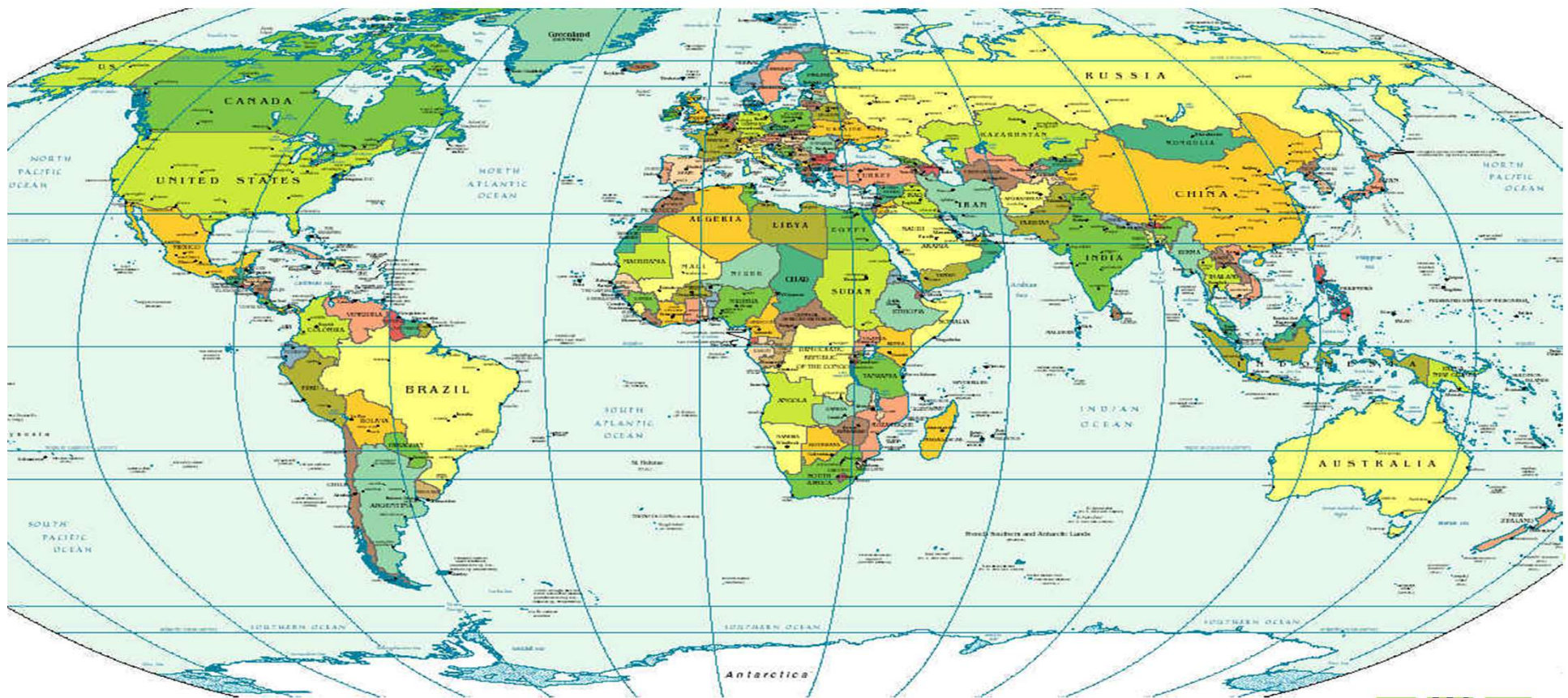
Accredited

# Professional Bodies and Disciplinary Groups



Professional Body	Summary of approach(es)	Underlying values	Arising issues
<b>Bord Altranais</b>	<ul style="list-style-type: none"> <li>• RPL routes</li> <li>• Registration of practitioners</li> <li>• CPD Directory in 14 areas</li> <li>• An Bord Altranais Continuing Education Units (ABA CEUs) are the unit of measurement and assessment.</li> </ul>	<p>The nursing profession is evolving to include a variety of professional practices including teaching and learning.</p>	<p>There can be disagreement between the central body and institutions over what is relevant for CPD.</p> <p>The credit approach can lead to a box-ticking type of behaviour in some individuals.</p>
<b>Engineers Ireland</b>	<ul style="list-style-type: none"> <li>• RPL routes, also open to students</li> <li>• Four categories of Registered Professional Titles</li> <li>• Competences based, credits</li> <li>• Requirements to remain in good standing</li> <li>• Specialists areas available such as Project Management</li> <li>• Approved one-off CPD events</li> <li>• CPD provided by accredited employers</li> </ul>	<p>The engineering profession is evolving to include a variety of professional practices.</p> <p>Continued engagement is essential to maintain one's professional development.</p>	<p>The high level of structure and detail provides clear pathways; however it also can hinder institutional flexibility in programme provision.</p> <p>The credit approach can lead to a box-ticking type of behaviour in some individuals.</p>





Australia	
Key actors	<ul style="list-style-type: none"> <li>• Office for Learning and Teaching through commissioned research projects.</li> <li>• Two main collaborative initiatives currently led by University of Western Australia (UWA) and University of Melbourne (UM).</li> </ul>
Summary of approach(es)	<ul style="list-style-type: none"> <li>• AUTCAS<sup>18</sup> (UWA) developed indicative criteria for promotion based on teaching.</li> <li>• Academic Workforce 2020 (UM) organised expert working group and national roundtable discussions with vice-chancellors and senior admin to respond to the question: 'How can we as a sector more deeply professionalise teaching?'.</li> </ul>

## Spain

### Key actors

DOCENTIA, the national framework for professional development in teaching is managed through ANECA (national quality body).

### Summary of approach(es)

DOCENTIA proposed/monitored by ANECA with voluntary institutional implementation.

- Evaluates teaching performance at faculty (department) level.
- The DOCENTIA framework is the same across disciplines.
- Staff must go through it once every 5 years.
- Four weighted dimensions: 1) self-evaluation (reflection); 2) account of activities across teaching (i.e. conferences, papers about teaching); 3) report from deans on faculty performance; 4) report from students 1–5 scale.
- Four dimensions combine for a final figure for each faculty: poor, good, excellent.
- In some institutions results relate to promotion criteria.



## The Netherlands

### Key actors

Quality Assurance Netherlands Universities (QANU), Universities of Applied Sciences, and Universities.

### Summary of approach(es)

In 2012 there was a performance agreement with the Ministry of Education, Culture and Science around the quality of teaching looking at the proportion of people qualified to teach.

- Universities of Applied Sciences and Universities responded with institutional initiatives, largely based in teaching and learning centres.
- Institutions are required to report to QANU on how many teachers are going through pedagogical training and who identifies who needs this training.

## United Kingdom

### Key actors

Higher Education Academy (HEA) manages the UK Professional Standards Framework (PSF), but it is owned by the sector through sectoral participation in review of applications and through institutional support.

### Summary of approach(es)

- UK PSF is managed by HEA with voluntary institutional implementation.
- Evaluates teaching performance at the individual level.
  - UK PSF is the same across disciplines.
  - Three dimensions: Areas of Activity, Core Knowledge, and Professional Values.
  - Four HEA recognitions (Associate Fellow, Fellow, Senior Fellow, Principal Fellow) that correspond to a relevant combination of descriptors for the three dimensions. For example, an Associate Fellow must display evidence of certain abilities within the three dimensions.
  - In some institutions achievement against UK PSF and Fellowship scheme can relate to promotion or hiring criteria.
  - In most cases institutional teaching and learning centres help candidates prepare their applications, which are then reviewed by peers across the sector in a process overseen by the HEA UK.
  - Programmes can apply for recognition to the HEA UK, so that participants who have successfully completed will achieve the associated HEA recognition.



# Listening to Student Voices

- Define pedagogical competence.
- Set aside time for professional development for lecturers.
- Mandatory 10 week pedagogical training module.
- Develop awards for excellence in teaching.
- Create a national action programme for higher education research in teaching.



# Typology of approaches to CPD



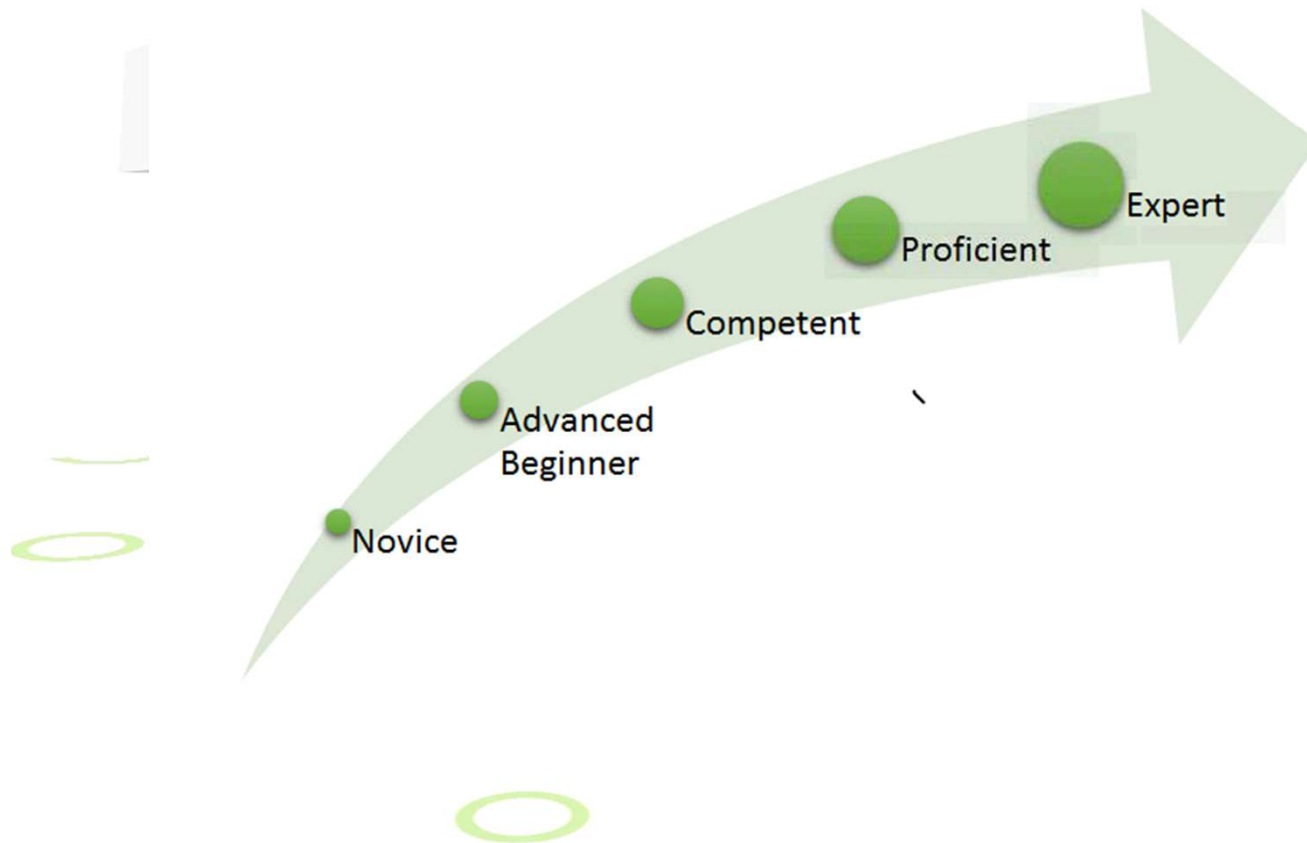


## **The Irish professional development framework for higher education teaching should:**

- Provide highly regarded recognition
- Be inclusive
- Be clear in its aims, objectives and mechanisms
- Be sustainable
- Be flexible
- Be research informed
- Be connected to practice



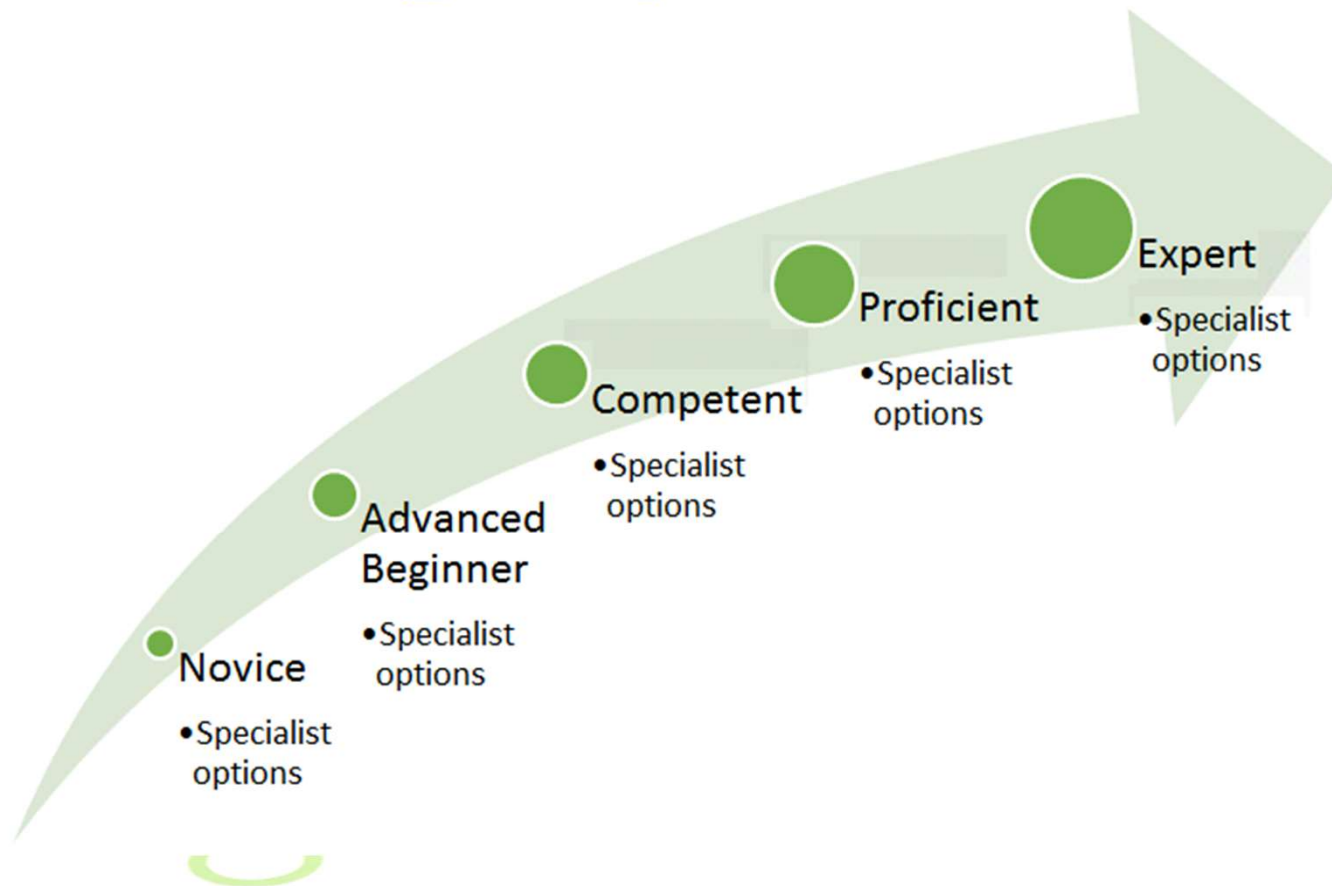
# Model 1- Linear



# Model 2- Foundation specialist

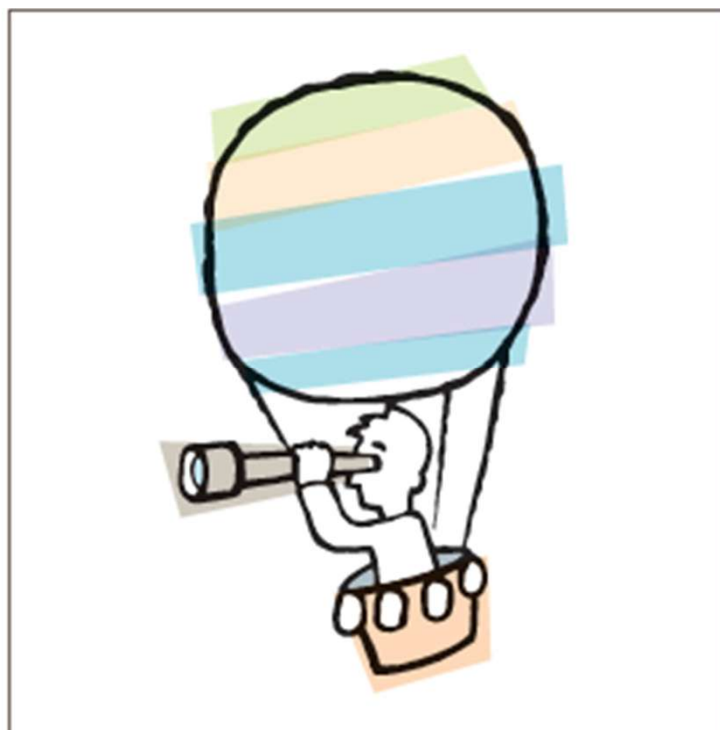


# Model 3-Staged Specialist



## Model 4- Central Requirement – Institutional Implementation





MAPPING PROFESSIONAL DEVELOPMENT PATHWAYS  
FOR THOSE WHO TEACH IN IRISH HIGHER EDUCATION:  
WHERE ARE WE NOW AND WHERE DO WE WANT TO GO?



NATIONAL FORUM  
FOR THE ENHANCEMENT OF TEACHING  
AND LEARNING IN HIGHER EDUCATION

# Consultation Document Published





# The Roadshow





## Some Questions to Consider

- What kind of professional development framework is needed to meet the needs of those teaching in higher education in Ireland?



## Some Questions to Consider

- Based on the models of professional development presented, is there any particular model either whole or in part which you think might be relevant to an Irish professional development framework?



## Some Questions to Consider

- How can the framework integrate and recognise the following:
  - existing accredited and non-accredited provision?
  - existing professional work-based learning?



## Some Questions to Consider

- Should participation in non-accredited CPD be recognised under the framework?
- Should participation be accompanied by evidence of reflection or transformation of practice?
- Given the unstructured nature of some non-accredited CPD, how can the framework ensure the quality and learning outcomes of these activities?



## Some Questions to Consider

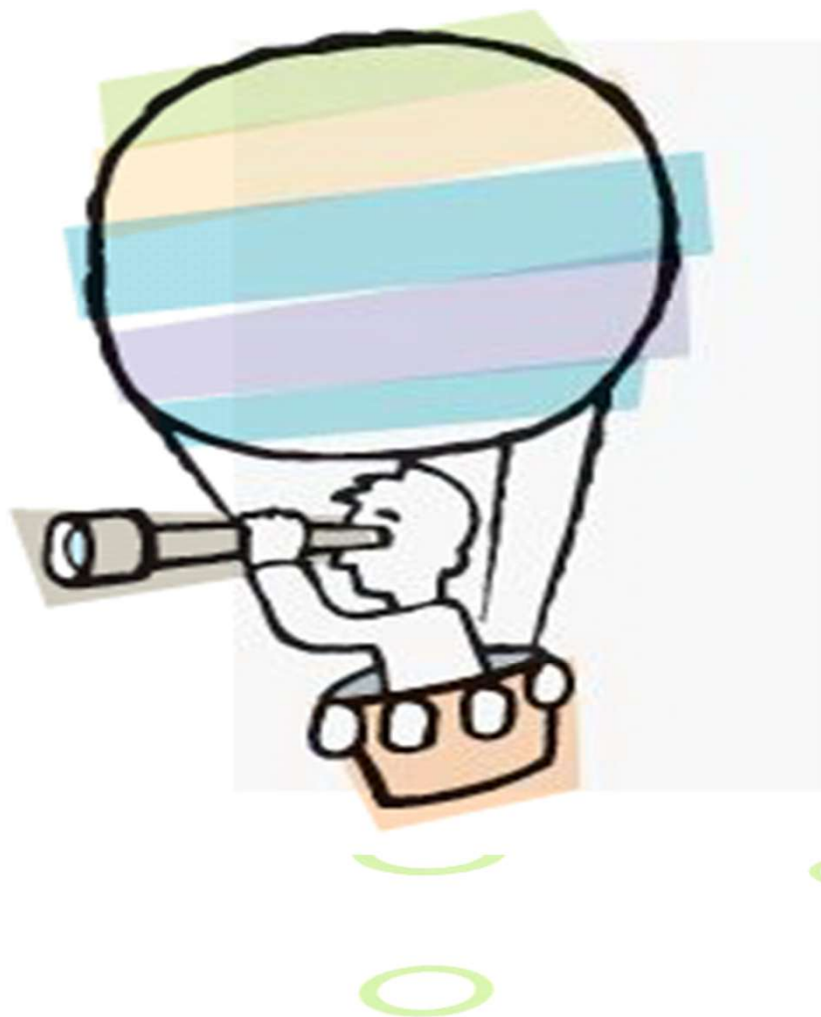
- What management structure would help to make the professional development framework sustainable and give it on-going credibility nationally and internationally?



## Conclusion

Getting consensus is difficult!





MAPPING PROFESSIONAL  
DEVELOPMENT PATHWAYS  
FOR THOSE WHO TEACH~~X~~ IN IRISH  
HIGHER EDUCATION:  
WHERE ARE WE NOW AND WHERE  
DO WE WANT TO GO?





**So What Kind of Model of  
Professional Development has  
Emerged in Ireland?**

