

Continuing Professional Development (CPD) framework for learning and teaching: design principles

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Academic Identities

- What motivates you?
- How do you view yourself as an academic?
- Gerless Akerlind (2008a) – ways of understanding motivations of University researchers
my paraphrasing!
 - Solving problems
 - Status within field, personal achievement
 - Curiosity, desire to understand topic and discipline
 - Enable broader change (eg beyond academia)
- Challenge for expert academics as novice learners

Academic identity and growth

- Developing as a University Teacher (Kugel, 1993)
 - Focus on **self** and own role
 - Focus on **subject**
 - Focus on **students as receptive** (absorbing teaching)
 - Focus on **students as active** learners
 - Focus on **students as independent** learners

Academic Identities: disciplinary dimensions

- Creative arts (Nelson, 2013)
 - Practice as Research: complex, diverse and sometimes contested
 - Relationship to place of creative arts within HE
 - Implications for how research (and knowledge) is conceptualised and understood (activity, outputs, impact)
- Health professions (Boyd & Smith, 2016)
 - Distinctive routes into academia from clinical practice
 - Permeability of HE particularly intense (e.g. partnership with graduate employers)
 - Significance of research into professional practice and teaching
 - Impact on research/KE outputs & position of research alongside teaching and other dimensions of academic identity

Teaching as an unambiguous strategic priority

- Academic Careers:
recruitment, annual review, promotion
- Investment in training for university teaching
(CPD framework)
- Informal support, conversations about teaching,
networks & communities of practice
- Support for innovation, experimentation &
enhancement

Why a CPD Framework? (Continuing Professional Development)

- Positive impact on student learning of staff engagement with substantive CPD
- Desire to offer a coherent framework of CPD opportunities that can be tailored to different roles, career stages and personal requirements
 - Link to annual development review, individual career development & School plans for teaching enhancement
- Provide formal recognition and validation of staff expertise and experience
 - Link to reward & recognition (promotion)
 - Ability to respond to future external demands (HESA/TEF); relationship to staff motivations (intrinsic vs extrinsic)

Design Principles

- Provide flexible pathways (career stage, role, experience, individual's requirements)
- Strengthen symbiotic link between CPD and practice
- Encourage reflective practice and draw upon broad range of CPD opportunities
- Emphasise and support relevance of CPD throughout an academic career
- Have robust and credible system for validation and accreditation of CPD framework and pathways
 - Accredited by Higher Education Academy (HEA) and mapped against UK Professional Standards Framework (UKPSF)
- Pilot and develop appropriate model to scale up

External Accreditation - UKPSF

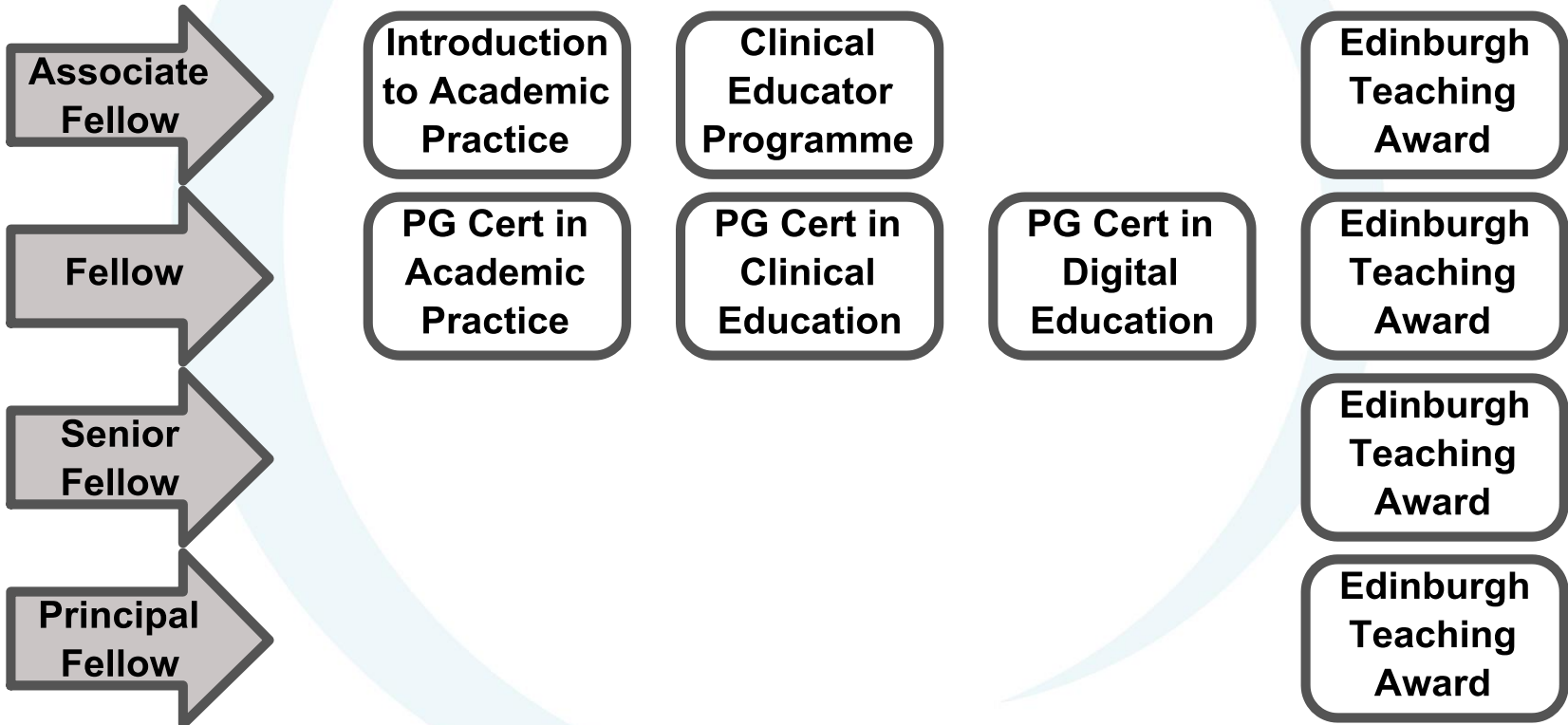
- UK Professional Standards Framework (UKPSF)
- National framework supported by the Higher Education Academy (HEA) (now Advance HE)
- Is the key reference point for our external accreditation and award of HEA Fellowship



<https://www.heacademy.ac.uk/ukpsf>

University CPD Framework for Learning and Teaching

University of Edinburgh Continuing Professional Development Framework for Learning and Teaching



Edinburgh Teaching Award

- Approach:
 - Flexible to suit interests and accommodate busy roles
 - Draws on and recognises existing experience & expertise
 - Select from and engage in broad range of CPD activities:
 - Workshops & courses (IAD, School, external)
 - Secondments, networks, mentoring
 - Curriculum development, applied pedagogic research, course evaluation
- Mentor, group meetings, structure and support (eg writing retreats)
- Final submission:
 - Reflective blog
 - Reference
 - Assessed by panel including external

Progress to Date

- Strong & manageable demand
 - 148 completers to date; 288 on programme
 - ~150 expected to join university level cohorts AY18/19
- School versions
 - in Veterinary Medicine, Maths, Biomedical Sciences, Social & Political Sciences
(+ others in development and under consideration)
 - Supports scaling up & provides opportunities for customisation (local culture change)
- Completion rates
 - Around 60%
 - Most take up to 2 years to complete
 - Drop out usually due to workload or leaving the University
- Positive evaluation and institutional commitment

Impact & evaluation

- Positive feedback from participants (useful insights, changing practice, feeling valued, conversations about learning)
- Encouraging levels of interest from Schools (promising signs of culture change)
- Growth of cross-University communities
- Increasingly built into reward, review & recruitment
- **Key challenge:**
time for participants and mentors

9TH NOVEMBER 2016

Time Well Spent: Reflections on undertaking the EdTA



As academics, we all know the feeling when we're asked to take on something else that will compete for our time. We also know how easy it is for things to fall towards, or even off, the bottom of our to-do lists. So, why did I choose to take part in the Edinburgh Teaching Award (EdTA), and was it worth it? (Spoiler: Yes.)

22ND NOVEMBER 2016

Evaluating the Edinburgh Teaching Award



How can you get recognition for your contribution to teaching and learning?

How can you get help to develop further?

The Edinburgh Teaching Award (EdTA) is a supported developmental pathway designed to allow you to reflect on your teaching over a period of 6 months to two years. The EdTA has been running for two and a half years and currently has 213 participants and 42 completions. As well as working closely with an individual mentor, you can participate in group meetings and writing retreats.

Here is what some of the participants in a recent evaluation have been saying:

Within the school it is creating dialogue and there is the beginning of a community of practice of teaching and learning.

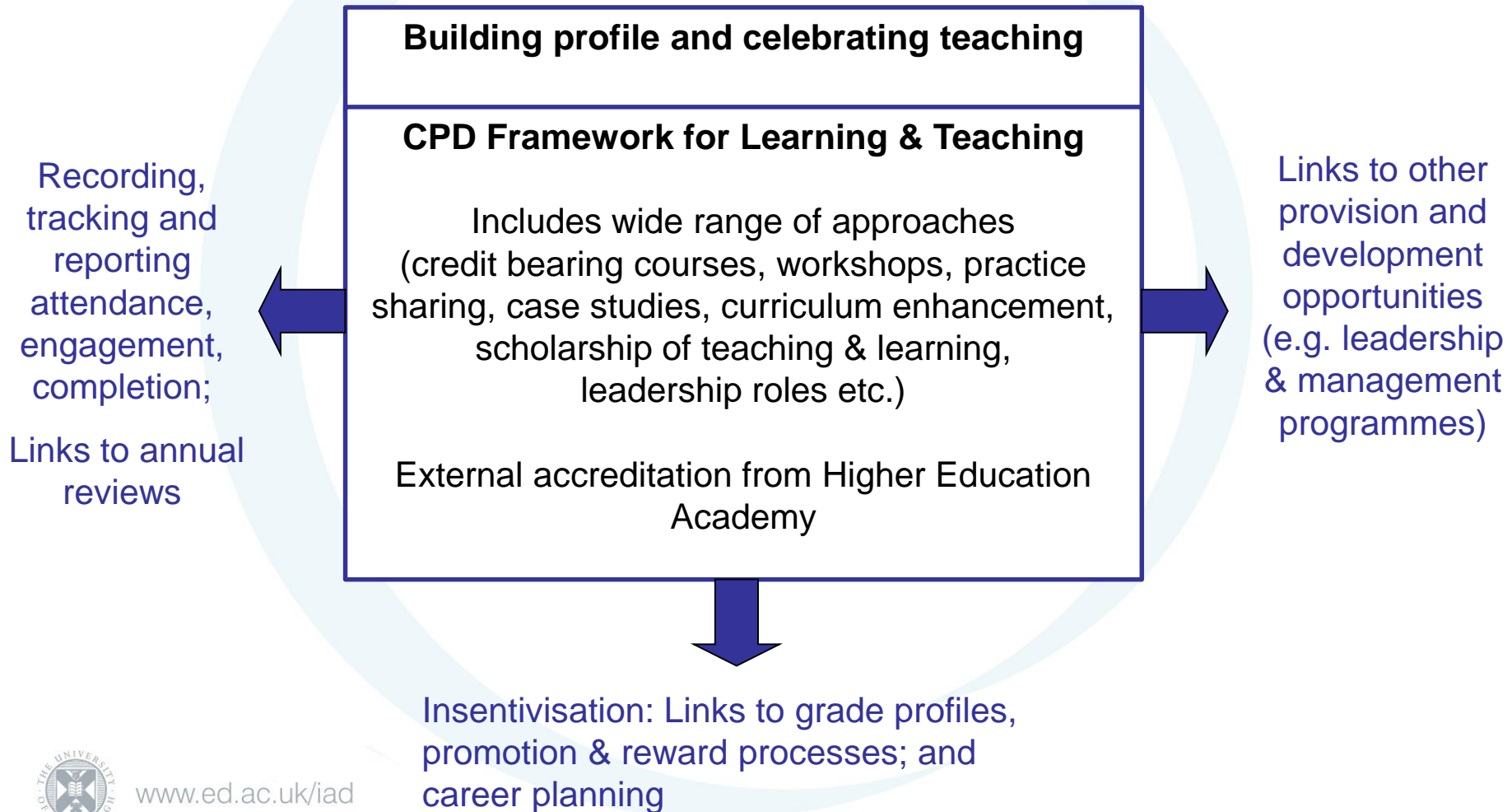
For me, I do find this incredibly useful, very beneficial to me.

Have I applied my learning – absolutely, in many ways: to my own learning and teaching delivery and course and programme development; to advising others on good practice; to strategic developments; to disseminating good practice wider.

Medium Term Objectives for CPD Framework

- Appropriate accredited CPD for **new academic staff** and others moving into substantive learning & teaching roles
 - EdTA Level 2 (University and/or School level), PGCAP, other CPD framework routes
- Structured staff development for **more experienced staff** as they further develop teaching expertise and take leadership roles in student education
 - EdTA Levels 3 & 4; link to reward & recognition
- Tailored training and portable formal recognition for **experienced tutors & demonstrators**
 - Introduction to Academic Practice Course, EdTA Level 1 (University and/or School level), other CPD framework routes

Key connections to support culture change



Teacher development: Importance of informal CPD

30TH NOVEMBER 2016

How our experienced academics develop
as teachers



Recently I've been enjoying interviewing some of our experienced academics about how they have developed as teachers across their careers. I spoke with colleagues from all three Colleges about what it has been like to grow as a teacher before the recent upsurge in formal continuing professional development for teaching in higher education. All of these academics were passionate about teaching and put lots of time and energy into creating great learning experiences for our students. An emphasis on encouraging deep, critically reflective learning came through strongly:



Guide to
**Peer Observation
of Teaching**



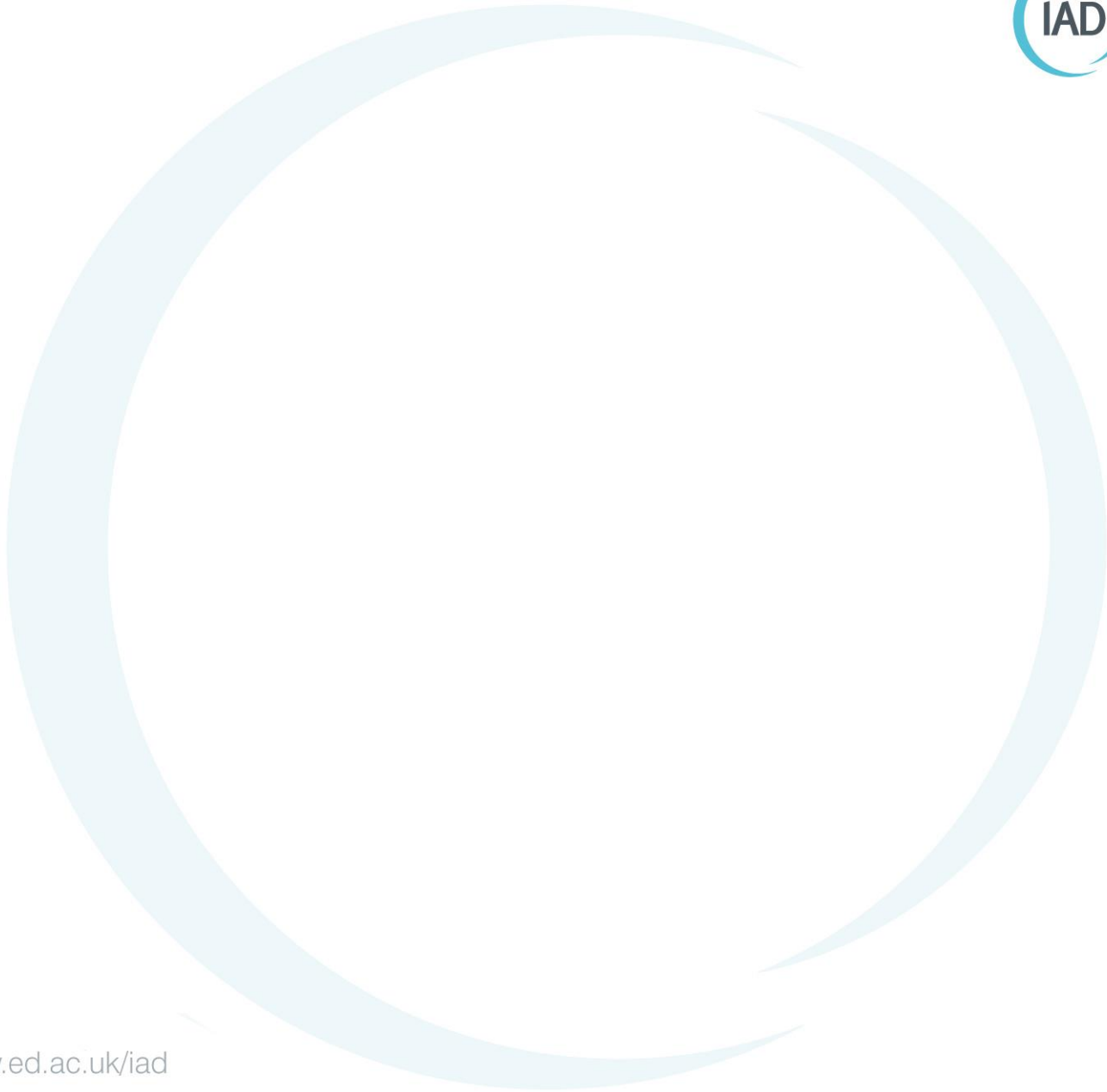
engagEd in...
feedback and assessment

engagEd in...
learning and teaching
conversations



Do you have formal/accredited teacher development programmes?

Structure, organisation, content



Extra slides
translation not needed

R(D)SVS: Context

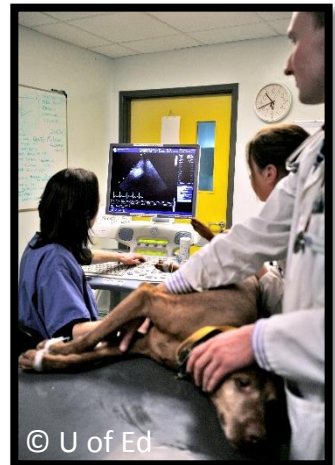
R(D)SVS and Roslin Institute

- Teaching, Research, Clinics
- Easter Bush Campus

Drivers for change (teaching)

- **International:** Accreditation & School Business Plan
- **National:** NSS, Student Experience, Future TEF ?
 - ↑ Professional recognition for teaching & learning
- **Local:** Strategic priorities (e.g. Assessment Strategy)

- Strong leadership (U of E and R(D)SVS)
- Veterinary Medical Education Division



R(D)SVS Faculty Development Programme

- Local ‘Support for Teaching’ workshops (since 2009)
 - Complement central activities
 - Context specific, convenient location
 - Practical, evidence-based, minimal ‘jargon’
 - 5 workshops initially
- Now evolved to:
 - Workshops (rolling calendar ~15 topics)
 - Journal clubs, Forum, Peer Observation
 - Local R(D)SVS EdTA: in house CPD & Mentoring
 - **Successful collaboration with IAD been essential**



R(D)SVS EdTA Engagement Levels (launched June 15)

Numbers of EdTA Participants and Completers	
Successfully completed (and → 4 new EdTA mentors)	10
Current Participants	45
Joining next cohort (June 17)	15
On waiting list to join next available cohort	10
	80*
Academics actively involved with teaching	~130

(*15 participants = 'non academic' e.g. PG demonstrators, veterinary nurses)

→ **Academic EdTA engagement levels (65/130) = 50%**



EdTA: Leadership & Policy Changes

Leadership/Endorsement

- Head of School: School Meeting & verbal endorsement
- Director of Teaching (Assistant Principal)
- Promotions workshop & documents: PFHEA & SFHEA mentioned
- Heads of Division (n=2) participating in EdTA

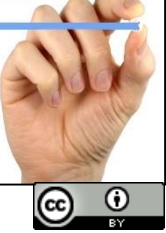
Policy changes

- New colleagues (involved in UG teaching) = Mandatory* (> Jan 16)
- Annual appraisal forms = discuss EdTA engagement plans* (> Jan 16)
- Work allocation model** = for EdTA participants (> Jan 17)

* Unless already have existing FHEA/SFHEA/PFHEA status or PGCAP qualification

** Mentees: 1 day/month over 1 year, 0.5 day/month over 2 years





Challenges (and solutions)

Minor

- Mentors initial anxieties → **IAD support, pairs**
- Optimal support schedule → work in progress
- Pebblepad frustrating at times → **Wordpress**
- Relevant literature & 'jargon' → **R(D)SVS reading list & glossary**

Major

- Time → **embedded in work allocation plan** → monitor impact
- Reflective writing: discomfort (scientists?) → **IAD support**
- ↑ interest: ↑ mentor numbers required → now key challenge



Benefits



- **Creating ‘community’ within school**
 - EdTA endorsement by word of mouth
 - Vibrant teaching related discussions
 - ↑ Workshop attendance & new topic requests (e.g. QA/QE)
 - Colleagues seeking additional responsibilities
 - Potential ‘agents of change’ and future ‘tipping points’?
- **Perceived ↑ status for teaching & learning**
- **IAD Secondment: Ongoing EdTA Evaluation research project**
 - Enablers & Barriers, Impact (inc. longitudinal study)
 - Initial questionnaire results: motivations=intrinsic, key constraint=time

Acknowledgements

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