ASPIRE Symposium 2013: Dialogue and Courage

Provisional Programme

University of Exeter
Streatham Campus Xfi Building
Friday 13th September 2013
09.30 – 16.30

9.30-10.00	**Registration and Coffee**
10.00-10.15	**Welcome** University of Exeter Vice Chancellor, Prof Sir Steve Smith
	Keynote speakers
10.15 – 10.45	Dr Jeanne Keay, Assistant Director and Head of International Strategy, HEA
10.45 – 11.15	Dr Dilly Fung, Director of University of Exeter's ASPIRE CPD scheme
11.15 – 11.30	Break with refreshments
11.30 – 12.15	**Breakout session A and B** (see below)
12.15 – 13.00	**Breakout session B** (see below)
13.00-14.15	**Lunch with 'poster' displays**
	Keynote speaker
14.15-14.45	Professor Stephen McHanwell, University of Newcastle, on behalf of the HEA Benchmarking Project Team.
14.45 - 15.30	**Breakout session C** (see below)
15.30 - 16.15	**Future directions: Plenary panel and participant dialogue**
16.15 – 16.30	**Refreshments and Close**

Breakout Sessions

Through the Symposium, we aim to celebrate and share good practice across the sector in relation to the professional development of staff who teach and support students' learning. Key themes for the day include:

- the development and successful implementation of accredited CPD schemes for staff who teach and/or support students' learning
- the practices, experiences and development of those who take on leadership roles in relation to learning and teaching
- institutional practices in relation to reward, recognition and promotion of those who have a teaching role.

11.30 – 12.15
Breakout sessions A

A1 Putting in place an integrated and coherent framework (APEX) to develop, recognise and reward staff: is it best to be ambitious?
Presenters: Dr Valda Bunker, Director of Department of Curriculum and Quality Enhancement (DCQE) Dorothy Haslehurst , Principal Lecturer in HE, University of Portsmouth

Portsmouth has moved to consolidate a range of rather disparate staff development opportunities into a holistic and progressive programme that is explicitly supported by wider institutional strategies and linked to reward and recognition activities. This has involved establishing ' foundation' and 'readership' pathways for groups previously not catered in addition to HEA recognised DI/D2/D3 CPD pathways. The longstanding PgC Learning and Teaching in Higher Education has been discontinued. The APEX (Academic Professional Excellence) Framework is ambitious in its scope and design and incorporates a range of initiatives. These include drawing in students as partners, use of e-portfolios/ wikis and extensive Moodle development.

This workshop will offer the opportunity to explore this model and reflect upon the challenges faced in terms of institutional approval and acceptance, organisation and implementation. Strategies used may be helpful for your own institutional practice. Valda Bunker has directed the broad based DCQE at the University of Portsmouth for many years and Dorothy Haslehurst, a PgC LTHE Course Leader in earlier times now contributes to the new Programme having partly retired from a senior University post.

A2 Building Reflective Teaching Communities: Opportunities and Challenges
Presenters: Lucy Spowart and Deborah Shenton, Plymouth University

Lucy Spowart is an Educational Developer and the Teaching Development Framework Manager at Plymouth University. In July 2012, Plymouth achieved HEA accreditation, with the scope to award Fellowships at all four levels. Since then, more than 100 staff, working in a wide variety of roles, have engaged with the in-house accreditation scheme.
http://www1.plymouth.ac.uk/ouruniversity/teachlearn
A Research Assistant, Deborah Shenton, was appointed for a 6 month period (Feb-Sept 2013) to explore staff experiences as they journey through the accreditation process. An e-survey and 20 in-depth qualitative interviews were conducted.

This workshop explores the findings of this research which raises important issues about how staff are supported (both centrally and within their disciplines), and reinforces the significance of peer mentoring. We welcome this opportunity to share our findings, and engage in a dialogue around how to build sustainable, reflective, teaching communities of practice within disciplines.

A3 Embedding the ASPIRE CPD framework at Exeter : creating change one conversation at a time.
Presenters: Karen Mattick University of Exeter Medical School and Karen Leslie Education Quality and Enhancement

Exeter's ASPIRE Framework is a set of related opportunities for developing and accrediting staff who teach and support students' learning in our research-led environment. ASPIRE has developed over the past two years and increasingly Senior and Principal Fellows are working within and across disciplines to support the professional development of their colleagues.

In this session Karen Mattick and Karen Leslie discuss and share lessons learned about ASPIRE to date, with a particular focus on developments in the Medical School. As ASPIRE becomes embedded across the institution, our focus is shifting from running a CPD scheme to facilitating an Academic Practice Network across the institution led by colleagues committed to developing a culture of excellence in research-led teaching and learning.

A4 Using e-portfolios and professional conversations to evidence recognition claims
Presenters: Vicky Davies & Sarah Floyd, University of Ulster

Vicky Davies and Sarah Floyd are Professional Development Managers at the University of Ulster. They have many years of experience in delivering and assessing Higher Education Academy claims for recognition via accredited provision for new teaching staff and post-graduate students. More recently they led the development of the University of Ulster's Professional Development Scheme http://www.ulster.ac.uk/centrehep/pds/ . The core elements of the PD Scheme are the production of an e-portfolio and an assessed professional conversation.

This workshop will explore the learning they have acquired through developing this process and piloting it with applicants. You will have the opportunity to discuss this and to identify any transferability to your own practice.

A5 The challenges of supporting, capturing and evidencing informal and ad hoc development activities
Presenter: Dr Lisa Hayes, University of Bedfordshire

Lisa Hayes is Academic Professional Development Coordinator at the University of Bedfordshire. Lisa has extensive and varied experience in teaching at secondary and HE level, combined with experience delivering and evaluating CPD for in-service teachers and staff working in a charitable organisation. Lisa was recently appointed to implement the new Professional Teaching Scheme (PTS), a route for recognition and review of teaching, utilising ePortfolio and a panel reviewed reflective narrative. Comparisons will be noted between developing and implementing a CPD Framework in a higher education institution and a charitable organisation.

This workshop will explore the valuable informal and ad hoc elements of CPD and how these might be recognised, supported and evidenced. In this workshop we will have the opportunity to discuss, share and to identify possibilities for transferability to our own context and practice.

12.15 – 13.00
Breakout Sessions B

B1 CPD Frameworks as Cultural Change Agents: Life at the Front Line
Presenters: Ann Meredith and Alison Stewart, Nottingham Trent University

Ann Meredith is Head of, and Alison Stewart is Academic Practice Professional Development Consultant in the Centre for Professional Learning and Development at Nottingham Trent University. They are leading the development and implementation of an institutional HEA-accredited Learning and Teaching Professional Development Framework and Policy which underpins the Institutional Academic Plan. An ambitious 5 year project (now in its third year), the Framework is designed to ensure that all staff who teach and support learning at NTU can access appropriate professional development at all stages of their career.

The Framework is supporting:
- New models of reward and recognition including introduction of new teaching fellowships
- Revised PDCR and peer review processes
- Recruitment, induction and enhancement processes

The workshop will be of particular interest to others considering, or embarking, on a similar project. Learn more about their strategy and the lessons learned.

B2 ULTRA: the development and implementation of a CPD Framework in a research-intensive University
Presenter: Janis McIntyre, University of Liverpool
and
Achieving an institutional vision for CPD for teaching and Learning staff – recent experiences from Reading
Presenters : Clare McCullagh and Nina Brooke

Please note – this is a joint session co-facilitated by colleagues from Liverpool and Reading universities.

At Reading, we have just submitted our newly designed CPD Framework for HEA accreditation. We will share our own experiences in achieving an institutional vision for CPD for T&L staff and working towards submission of our scheme for accreditation. It would be invaluable to hear from and learn from others in a similar position, and those who are further down the line.

Janis McIntyre and Ian Willis work in the Educational Development Division of the Centre for Lifelong Learning at the University of Liverpool. Recently they have developed the University of Liverpool Teaching Recognition and Accreditation (ULTRA) Framework that will be implemented across the University from October 2013. This has involved working closely with colleagues to ensure ULTRA is embedded in Faculty Structures, as well as supporting academic staff in the preparation and submission of claims for Senior Fellowship of the Framework.

In this workshop we will discuss how we encouraged engagement with the Framework at institutional, faculty, and individual level, and we explore the challenges of working in a multi-disciplinary context. Workshop participants will be invited to share their experiences and explore future developments in their own context.

B3 External oversight of institutional frameworks linked to the UKPSF
Presenter: Ian G. Giles, University of Southampton

Ian Giles is now an Emeritus Fellow at the University of Southampton. He led the successful accreditation by the HEA of the Southampton Professional Recognition of Educator Practice (PREP) framework alongside the University of Exeter Accrediting Staff Professionalism in Research-Led Education (ASPIRE) fellowship scheme. He is currently the external advisor for both the Exeter ASPIRE scheme and the University of Plymouth Teaching Development Framework (TDF). He was also the specialist author for the QAA UK Quality Code chapter on Learning and Teaching.

This workshop will explore the role of an external advisor in institutional frameworks and he will share his experiences to date. You will have ample opportunity to discuss matters, to identify any transferability to your own practice and to consider becoming an external advisor yourself.

B4 Gaining Fellowship of the HEA: The value of an e-portfolio as a thinking space
Presenters: Mandy Asghar, York St John University.

Recognising Academic Practice is the York St John University CPD framework, accredited by the HEA from D1-D4. The framework provides opportunities for staff to gain recognition through, either a professional dialogue route or a paper route. The professional dialogue route additionally requires participants to use an e –portfolio as a space to bring together their thoughts as to how they meet the criteria of the UKPSF at the appropriate level and to showcase their evidence. The e-portfolio is deemed to be a formative aspect of the process and contributes to the developmental nature of the opportunity. It provides a means for staff to reflect on a range of media used within their pedagogic practice, for some it

enhanced their digital literacy and for all is a resource in which to continue to document their progress and reflection once recognition is achieved.

This session will explore the challenges and opportunities that using an e-portfolio presents, including the importance of modeling good practice, and share examples of participants' portfolios. I will also share findings from an evaluation as to how the portfolio contributes to individuals' reflective practice. Here is what one participant said "*I really enjoyed the process, and once I understood the e-portfolio and what is actually needed for the different elements of the assessment - I found the actual process of being reflective very rewarding*"

B5 Supporting choices in development for probationary and experienced staff that teach and support student learning.
Presenter: Matthew Williamson, Queen Mary, University of London

Matthew Williamson is the Head of Educational Development in the Centre for Academic and Professional Development (formerly the Learning Institute) at Queen Mary University of London. He has been leading the development of the Academic Development Programme at QMUL which will be fully implemented across QMUL from September 2013. This Programme is an integrated suite of routes and qualifications for academic and educational development of anyone involved in the teaching or support of student learning of students of the College. The ADP allows colleagues to have a choice of routes to recognition at all levels of the UKSPF, but also supports the development of staff who are not seeking HEA recognition. The programme is based in the CAPD, but is supported by a team of School Academic Development Mentors in the Faculties.

In this workshop we will discuss how we developed this integrated programme and the challenges of working with a very diverse range of colleagues who teach, including full-time academic staff, Graduate Teaching Assistants, PhD students who teach and clinicians in NHS Trusts who teach our students in clinical settings. Participants in this workshop will be encouraged to think about how diverse groups of staff can be supported in their development in ways which are appropriate to the situations in which they teach.

14.45 – 15.30
Breakout Sessions C

C1 Recognition, reward and career progression: a report from the HEA Benchmarking Project on Promotions Policies and Processes.
Presenters: Professor Annette Cashmore, University of Leicester University, Dr Chris Cane, University of Leicester, Professor Stephen McHanwell, Newcastle University

Annette Cashmore is Director of Centre of Excellence for Teaching and Learning in Genetics, University of Leicester and a National Teaching Fellow. Dr Chris Cane is Director of Taught Postgraduate Programmes in the College of Medicine, Biological Sciences and Psychology, University of Leicester. Professor Stephen McHanwell is Professor of Anatomical Sciences, Newcastle University and also a National Teaching Fellow. This presentation will present the key findings and discus the outputs and outcomes of an HEA-funded project (undertaken by Universities of Leicester, Newcastle, Tasmania and Wollongong) on recognition and reward in promotions policies and processes in relation to teaching.

This project aimed to build on two 2009 collaborative reports by the UK Higher Education Academy (HEA) and the University of Leicester, on reward and recognition for teaching, and internationally recognised work at the University of Wollongong on promotion criteria and peer review of teaching related activities. Both projects pointed to the need to bridge the gap between policy and practice in academic promotion in order to better recognise teaching as core to academic work.

Acknowledging that institutions remain autonomous in setting their own policies and procedures, the project aim was to produce resources to guide and improve academic promotion policy and practice to reflect the recognition of teaching as

core to the assurance of standards in higher education. Key to achieving this was data to confirm academics do get promoted on teaching, coupled with the development of a framework for international higher education institutions to benchmark promotion policies and practices, identify good practice and note areas for improvement.

The presentation will describe the background to the project and outline its key objectives. It will present the key findings and outputs that have emerged from the project, discuss its outcomes and outline the next steps that follow from our findings. In the breakout session that will follow our presentation the presenters will facilitate a workshop session that will enable delegates to discuss the initial findings of the project. Using some of the outputs and materials from the project as starting points the session will be focussed on facilitated discussion of how excellence in teaching can be identified, rewarded and developed in different higher education contexts and how teaching can be recognised within the modern academic role.

C2 Recognising and developing leaders in teaching and learning: what can you learn from our experiences at the University of Manchester?

Presenters: Professor Steven Pryjmachuk and Dr Judy Williams, University of Manchester

Steven Pryjmachuk is Professor of Mental Health Nursing Education and the Faculty Education Academy Lead for Innovation in Teaching and Learning; Judy Williams is a Senior Lecturer, the Faculty Training Manager and Vitae's Northwest Hub Co-ordinator. Both have recently achieved promotion on the basis of teaching and learning in the Faculty of Medical and Human Sciences at the University of Manchester, and both are involved in developing the Faculty's "Education Academy", an initiative designed to support best academic practice in teaching and learning, and promote and reward teaching excellence.

In this workshop, Steven and Judy will, through activities and discussion, explore the factors underpinning leadership in teaching and learning. They will explore the barriers that prevent recognition and development of educational leadership in HE. In addition, they will share their experiences at the University of Manchester (and encourage delegates to share theirs) so that delegates are able to identify strategies that can help them develop personally and professionally in teaching and learning.

C3 The challenges and benefits of awarding senior and principal fellowships

Presenters : Dilly Fung and Barrie Cooper

Dilly Fung is Head of Academic Development and Barrie Cooper is a Senior Lecturer in Mathematics at the University of Exeter. Dilly and Barrie work together both delivering a Postgraduate Certificate in Academic Practice and in running the ASPIRE CPD scheme.

In this workshop we will share our experiences of developing experienced staff towards making a claim for Senior or Principal Fellowship, and also of making safe judgments in these categories of Fellowship in assessment panels. We look forward to hearing also about the experiences and perspectives of your institution or organization.