Professional recognition and global partnerships: The QUT Story

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Centre for the Enhancement of Teaching and Learning
University of Hong Kong
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Seminar outline

1. Introduction to the Higher Education Academy
2. Working with the Professional Standards Framework (PSF)
3. QUT Academy of Learning & Teaching (QALT)
4. Impact and Future Developments
1. Introduction to the HEA
The UK Higher Education Academy (HEA)

- An independent, not-for-profit, charitable and non-regulatory organisation.
- Mission to continuously improve HE teaching quality.
- Raise the profile of teaching so that staff are recognised for their work and are motivated to keep developing their practice and careers.
  - Professional Standards Framework and Fellowship Scheme
OPTIONS FOR SUBSCRIBING INSTITUTIONS

1. Access Partner
   • Access to online content and communities of practice
   • Discounted Fellowship applications/access to HEA’s professional development

2. Strategic Partner
   • + Accreditation of internal L&T development programs (benchmarked against the PSF)

3. Global Partner
   • + Accredited programs can be offered outside the home institution
Worldwide there are 160 accredited HE providers, 133 CPD programs and 330 taught programs accredited by HEA.
2.

Introduction to the Professional Standards Framework
Developing a claim for recognition

Successful engagement with the five Areas of Activity

<table>
<thead>
<tr>
<th>Areas of Activity</th>
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<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>Design and plan learning activities and/or programmes of study</td>
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<tr>
<td>A2</td>
</tr>
<tr>
<td>Teach and/or support learning</td>
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<tr>
<td>A3</td>
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<tr>
<td>Assess and give feedback to learners</td>
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<tr>
<td>A4</td>
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<tr>
<td>Develop effective learning environments and approaches to student support and guidance</td>
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<tr>
<td>A5</td>
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<tr>
<td>Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
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Developing a claim for recognition

Successful demonstration of Professional Values

Professional Values

V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
Developing a claim for recognition

Successful demonstration of Core Knowledge

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>K1</td>
<td>The subject material</td>
</tr>
<tr>
<td>K2</td>
<td>Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
</tr>
<tr>
<td>K3</td>
<td>How students learn, both generally and within their subject/disciplinary area(s)</td>
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<tr>
<td>K4</td>
<td>The use and value of appropriate learning technologies</td>
</tr>
<tr>
<td>K5</td>
<td>Methods for evaluating the effectiveness of teaching</td>
</tr>
<tr>
<td>K6</td>
<td>The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
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Spheres of influence

Principal Fellow

- Sustained strategic leadership

Senior Fellow

- Sustained influence beyond own teaching and learning practice

Associate/Fellow

- Focus on own teaching and learning practice
HEA Fellows Worldwide (Sept 2017)

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>900</td>
</tr>
<tr>
<td>Senior Fellow</td>
<td>7,100</td>
</tr>
<tr>
<td>Fellow</td>
<td>67,000</td>
</tr>
<tr>
<td>Associate Fellow</td>
<td>19,000</td>
</tr>
<tr>
<td>Total</td>
<td>94,000</td>
</tr>
</tbody>
</table>

Source: HEA Professional Recognition Support Team, Sept, 2017
3.
The QUT Academy of Learning & Teaching

QALT: The Story so far
a university for the real world
Joining the Academy: Benefits for Individuals

Recognition as a professional within an international teaching quality framework
Personal and professional development in teaching
Access to HEA’s Communities of Practice and resources
Structured reflection on practice
Entitlement to use post-nominal letters
International benchmark and esteem indicator
Networking, peer review, collaboration, feedback
Engagement and leadership in learning & teaching (obligation to support others)
CREATING AN INCLUSIVE APPROACH TO ENGAGING WITH THE PSF

- Research-focused academics
- Professional staff
- Sessional teachers
ALIGNING THE PSF WITH POLICY

- Promotions
- Evaluation
- Academic Performance Indicators
Number of Fellows - QUT
(as at 1 October, 2017)

- Principal Fellow: 14
- Senior Fellow: 102
- Fellow: 115
- Associate Fellow: 157
- Global: 12
- Total: 400
4. Identifying Champions
BUILDING A SUSTAINABLE PARTNERSHIPS WITH MENTORS & REVIEWERS
Fellowship
Pathfinder Tool

http://doctoralteaching.org/qalt_pathways
5. Measuring Impact
EXPRESSIONS OF INTEREST

256 in 2016

245 EOIs received so far in 2017 – one call left to go

175 staff participated in workshops or writing retreats
Impact

- **Individuals** (self-efficacy, career (employment), practice, belonging)
- **Teams/Programs** (community, vision, scholarship)
- **University** (collegial purpose, transdisciplinary, vision)
- **Students**
My application has forced a detailed reflection upon my past practices and potential future approaches to teaching and learning. A great exercise to confirm existing knowledge and highlight areas for future professional development.

FHEA, Academic, Creative Industries Faculty
Recognition of higher degree research supervision is arguably an under-appreciated aspect of ‘teaching and learning’ in the higher education environment. Applying for (and achieving!) SFHEA was an ideal opportunity to reflect on more than a decade of supervisory practice through the articulation of the pedagogies that underpin the approaches I take. I’m hopeful that my research students will be the primary beneficiaries.

SFHEA, Research-intensive Academic, QUT Business School
This opportunity to write a teaching-focussed application has been a motivating and rewarding process. The positive and constructive feedback that I received from my mentoring team, and the final QALT Review Panel feedback that you have sent, provides me with great reassurance that teaching excellence can be recognised and rewarded.

SFHEA, Academic, Faculty of Health
This was such a wonderful application process, I am thrilled and relieved. What a process, but so valuable, and so important for staff who otherwise do not have an opportunity to have their work in this field recognised.

AFHEA, Professional Staff, Student Support Services
The experience of the application process, the additional expert coaching and encouragement, has helped me develop my confidence and sense of belonging at the University.

AFHEA, PhD Student & Sessional Tutor, QUT Business School
Students as Partners
new pathways
6. Future Developments

A Global Academy?
Australasian Strategic Advisory Board (ASAB)
Global Partnerships for Academic Teaching Excellence Project

- Queensland network of Universities – promoting teaching quality
- Teaching Excellence Showcases
  - Hong Kong - 13-14 December
  - Shanghai – 6-7 January
- Mentoring Partnerships to support fellowship applicants and deepen relationships with China
- Focused on mutual gains and research collaborations
Thanks and Questions