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The value of professional development schemes for improving learning and teaching in UK higher education

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The value of professional development schemes for improving learning and teaching in UK higher education

SEDA Annual Conference
November 2015

Presentation available at: goo.gl/PnbJB1

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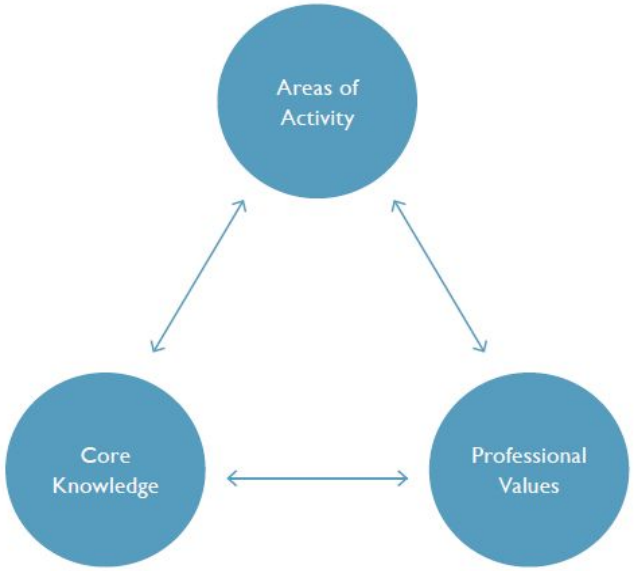
UK Professional Standards Framework (UKPSF)

"A comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE, it can be applied to personal development programmes at individual or institutional level to improve teaching quality" (UKPSF, 2015, npn)

"Supports the initial and continuing professional development of staff engaged in teaching and supporting learning" (UKPSF, 2011, p.2)

History UKPSF	Dimensions of Professional Practice	Descriptors (HEA fellowship)
First iteration of UKPSF 2006 Current iteration of UKPSF 2011 Code of Practice 2014		Associate Fellow (AFHEA) Fellow (FHEA) Senior Fellow (SFHEA) Principal Fellow (PFHEA)

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20,668 students in total (as of 1 December 2014)

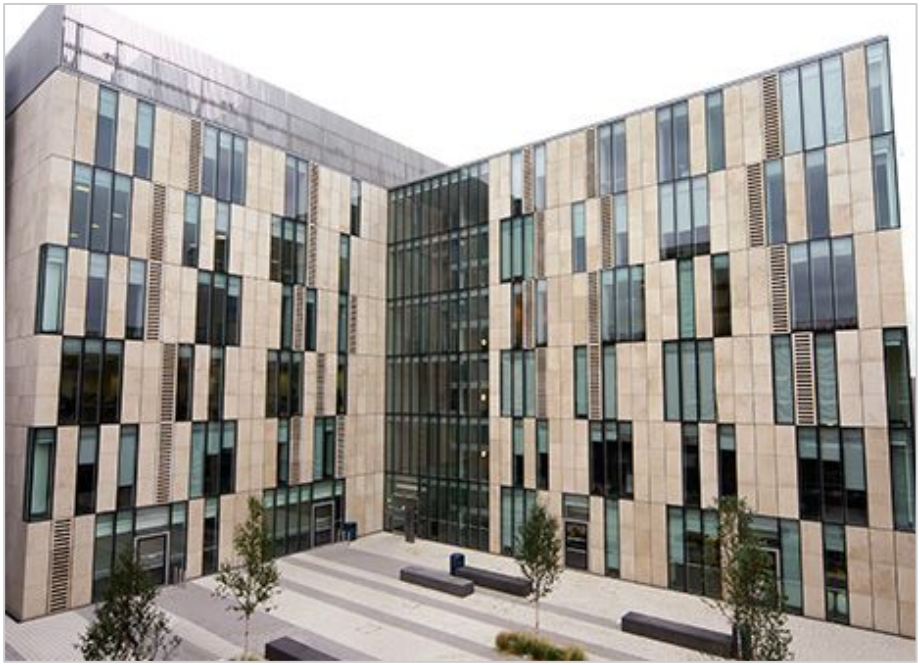
5 faculties divided into schools

4 campuses in and around Kingston upon Thames

2,107 members of staff (average full-time equivalents in 2013/14)

116-year history, going back to 1899 when Kingston Technical Institute opened, became a university in 1992.

(KUL 2015 Facts and figures)



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KAPS

Kingston Academic Practice Standards framework (KAPS) aims to offer CPD for staff who are new to teaching in higher education, as well as experienced staff (ILT, KAPS).

KAPS scheme enables recognition for experienced staff, mapped against appropriated descriptor within the UKPSF.

KAPS requirements are largely based on the HEA direct route (as it was in 2013).

Accredited by the HEA in March 2014.

KAPS is embedded in the educational strategy, KPI 2020/21:

> *"100% of all KU students are taught by staff with a recognised teaching qualification 2020/2021"*
> (KUL ES, 2012, npn)

Engagement is simulated through:

- Appraisals
- Promotion and progression policies

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Developing professionalism for teaching and/or supporting learning

Accredited programmes (e.g. PgCert HE)		
Master (level 7) (60 UK credits)	Front-end, cumulative	Between 3 months and 1 year
UKPSF (e.g. KAPS)		
Descriptor	Back-end, retrospective, reflective	Between 3-5 years
Portfolio based (e.g. professional code of practice)		
Various	Ongoing CPD, agglomerative	1-3 years

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The evaluation research study

Aim

The study is designed to capture staff perceptions and opinions of the KAPS programme, to understand the impact the programme has on **quality enhancement of learning and teaching**, and for the **professional development of participants**

Questionnaire (closed and open questions)

Online administration (Bristol Online Surveys)

Sample

94 respondents, 52% response rate

The questionnaire was sent to active applicants (180) registered on the KAPS programme between April 2014 - January 2015

Questions grouped in themes:

- Satisfaction, and evaluation of the KAPS process and resources
- Motivation
- Perceived impact

Semi-structured interview

Sample

6 applicants who successfully achieved their Senior Fellow application

Interview questions

- Motivations to participate
- Perceived impact
- Satisfaction with the programme

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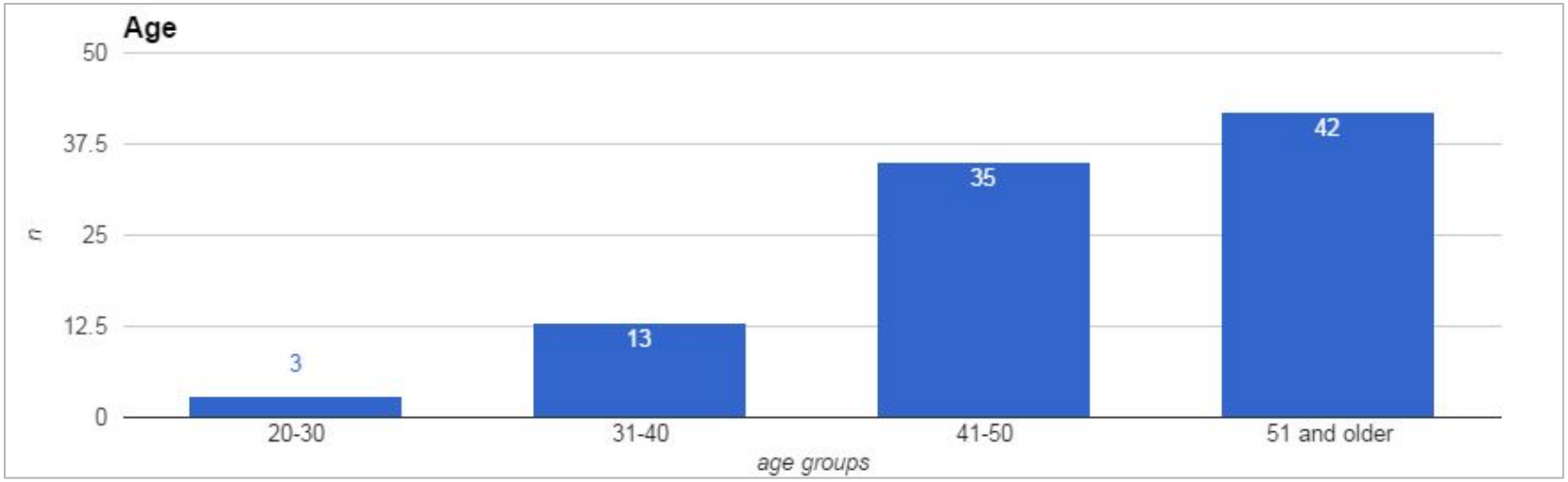
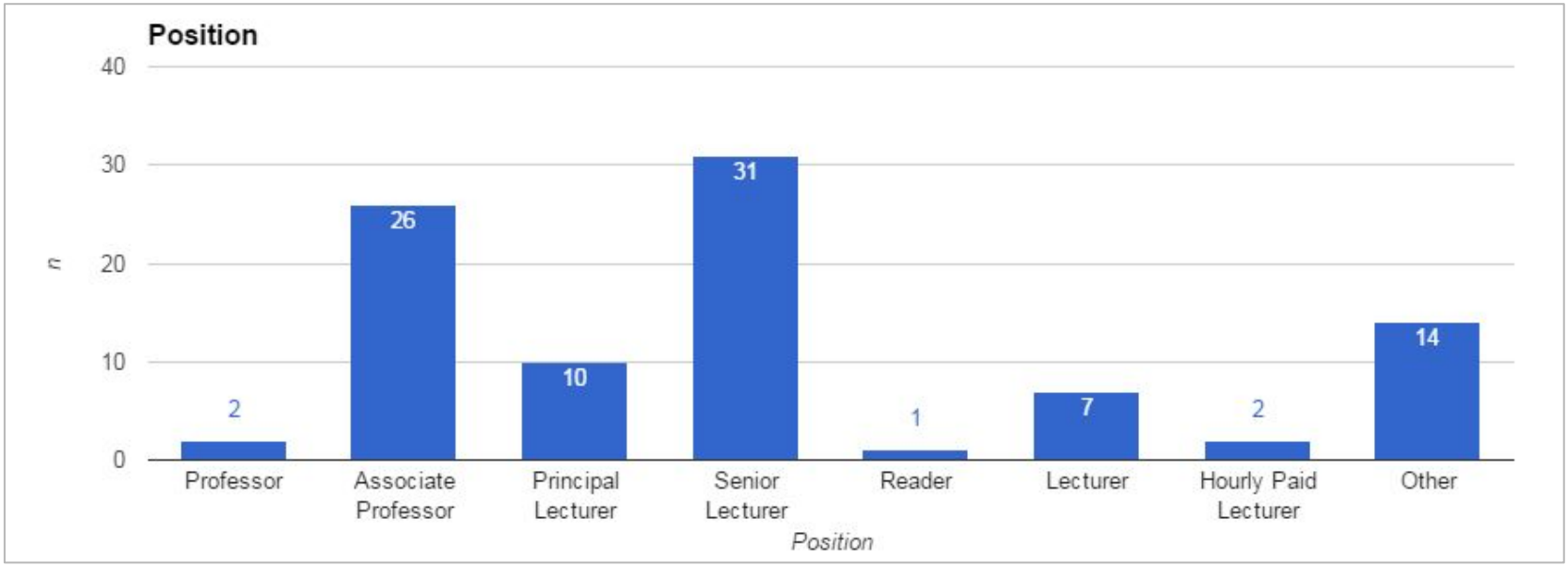
Background of the respondents





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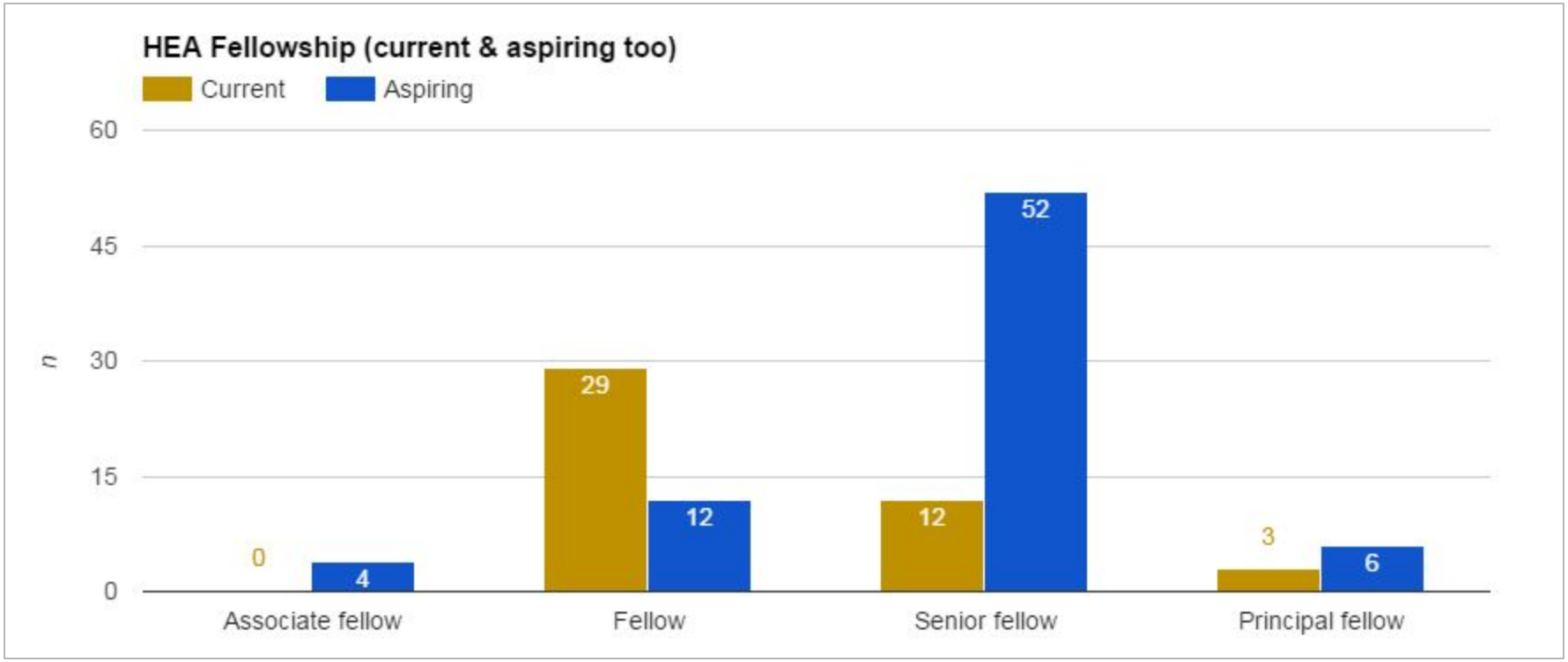
Background of the respondents



FHEA vs. SFHEA, Fisher's Exact Test

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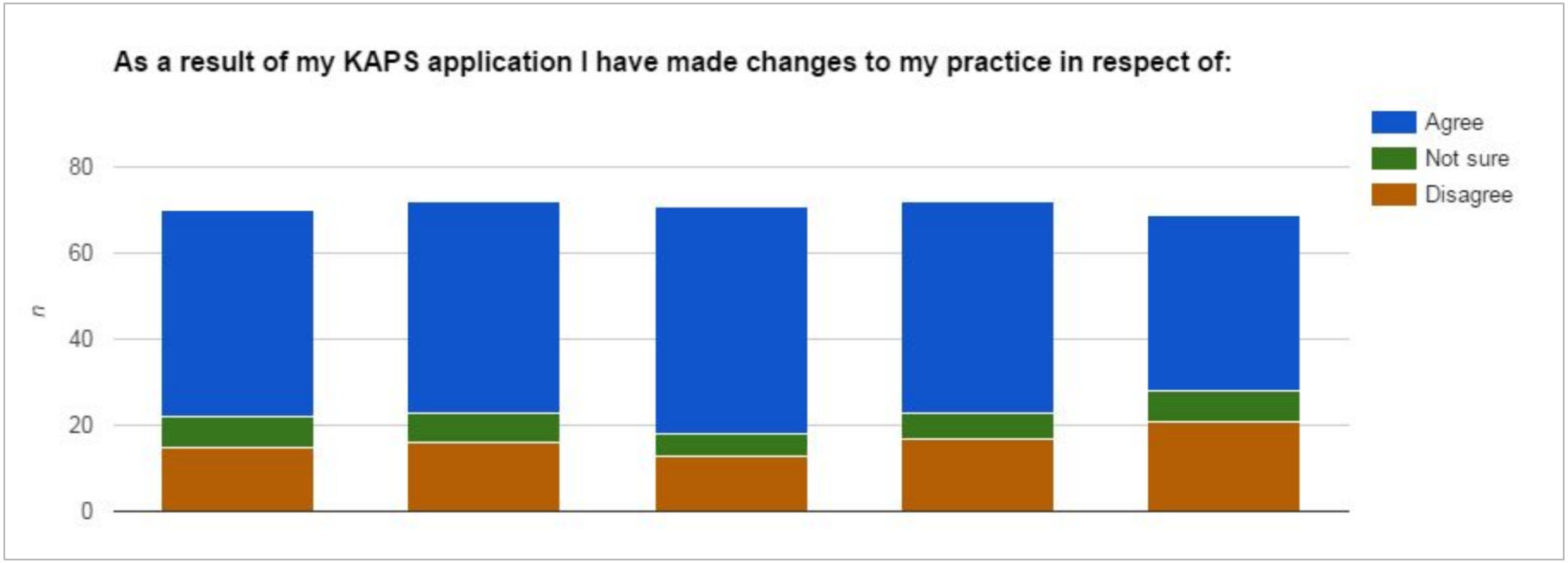
Changes to practice: Teaching and learning



the design and planning of learning activities	teaching and/or supporting students' learning	assessment and giving feedback to students	the use of technology to support students' learning	the (re)design of programmes of study or modules	
52%	53%	57%	53%	44%	**Agree**
8%	8%	5%	6%	8%	**Not sure**
16%	17%	14%	18%	23%	**Disagree**
25%	23%	24%	23%	26%	**NR/NA**

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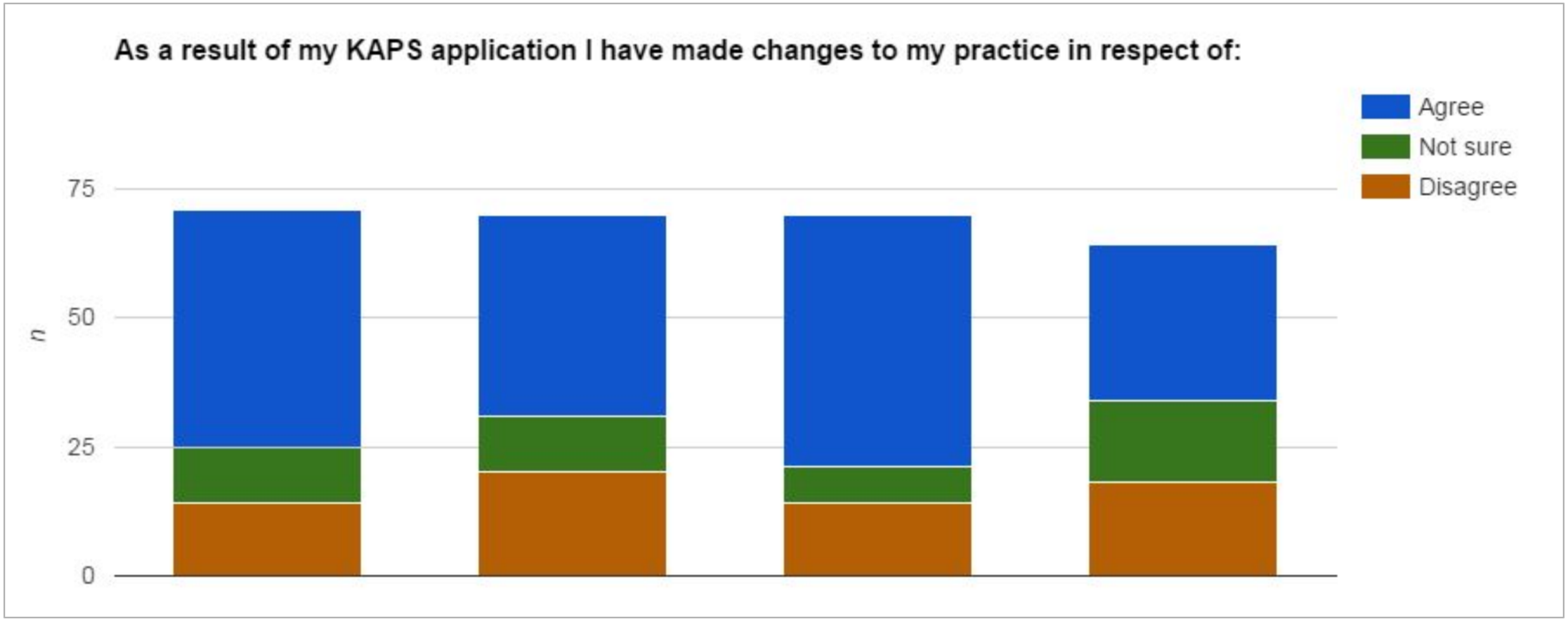
Changes to practice: professional setting



being more inclusive to individual and/or diverse learning needs	ensuring greater participation in higher education	supporting and mentoring colleagues	departmental or institutional change	
49%	42%	53%	32%	**Agree**
12%	12%	8%	17%	**Not sure**
15%	22%	15%	19%	**Disagree**
24%	25%	25%	31%	**NR/NA**

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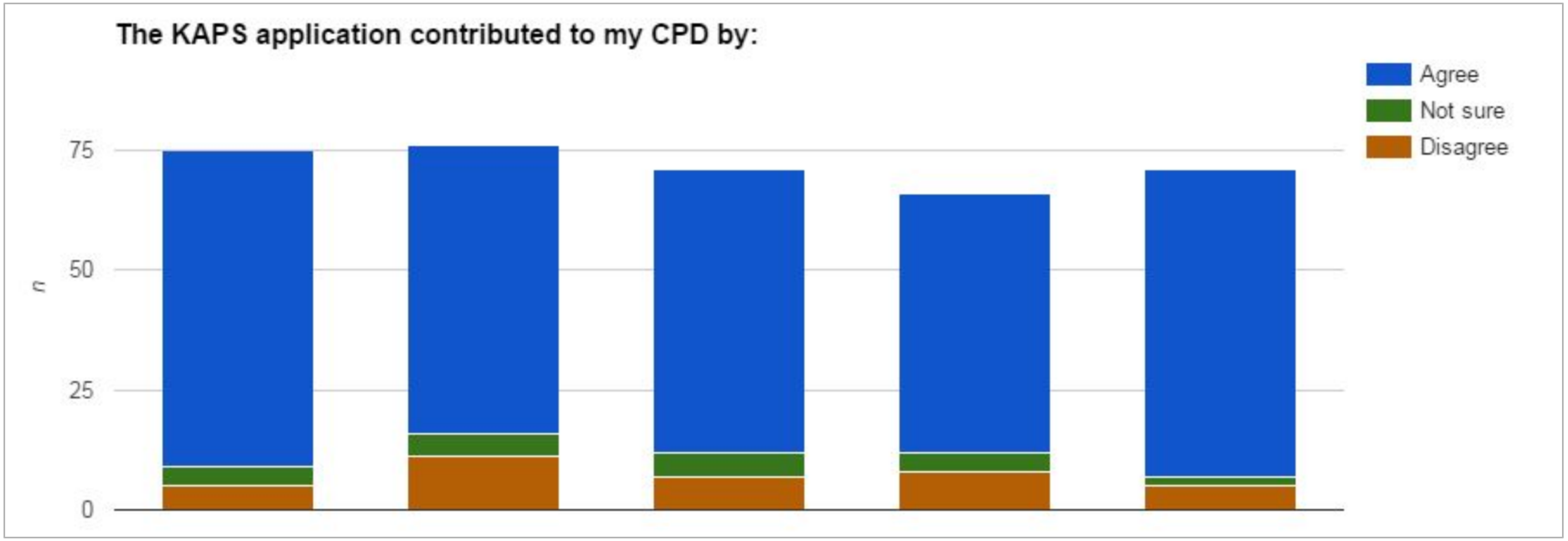
Contribution to CPD



reading literature related to Higher Education and/or educational research	collaborating with my peers	evaluating my teaching	disseminating innovative teaching and learning practice	attending internal or external workshops, seminars, etc., related to HE	
71%	65%	63%	58%	69%	**Agree**
4%	5%	5%	4%	2%	**Not sure**
5%	12%	8%	9%	5%	**Disagree**
19%	18%	24%	29%	24%	**NR/NA**

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Discussion

In groups (4-5) (10 minutes)

Compare/contrast the results of the questionnaire with your experiences/understanding with similar schemes? For examples:

- What did you find most interesting?
- Any surprises arising from the results?
- What is different from your experiences/expectations?

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Semi-structured interviews

Sample

6 applicants who successfully achieved their Senior Fellow application

Interview questions

- Motivations to participate
- Perceived impact
- Satisfaction with the programme

Recording & Analysis

Interpretive phenomenological analysis (IPA)
Recorded, transcribed
Thematic analysis
(Smith & Osborn, 2003)
(Kvale & Brinkmann, 2009)

Participant background

Associate Professor
Senior Lecturer

Head of school
Course directors

Subjects/discipline

Social work
Health and social care
Science

Gender

2 female
4 male

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Value of the KAPS application

" I think the impact of going through the process was that it certainly made you reflect what you had done and I thought that was quite good, …
… in a career in education of 15+ years, I have actually achieved quite a lot. So I think that's the impact that it's had, but it probably was more sort of momentarily than a long-term impact"

"a little bit self-affirming I guess to sort of collate evidence. I quite enjoyed putting the case studies together and you develop sort of narratives within your development which are quite reassuring … to think that you are developing certain skills and moving forward in a reasonably coherent way …"

"We engage with so many things during our professional activity that we lose track of all the things, so it's made me more adept at recording, a more structured recording, of all the things that I am doing and what the implications of those are really"

Self-affirming
Reinforcement
Recording
Networking
Recognition

"I felt a little bit that I was not fully conscious of what the national perspective [UKPSF] might be, so I saw this as a good opportunity to … to reflect a bit on my own practices and engage a little bit with what was happening more broadly"

"It made me much more aware of the bigger picture, the role of the HEA which was something I wasn't really that aware of before, and I found it also gave me an opportunity for sort of networking a bit more, I met other people across the university from inside and outside the faculty who I would never have come across otherwise"

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KAPS impact on practice

"It didn't produce for me a huge number of insights if you like in terms of how I might do things practically. … it tended to reinforce some kind of learning needs that I kind of probably knew I had and it helped to think how I might do things differently [by] a little bit looking back. I think there's a slight tension in the process because … one felt that there was a need to present yourself in a pretty positive light in order to be assessed as, you know, operating at that level"

"No, my day-to-day life hasn't changed"

Recognition
Conformation

Reflection vs. presentation

"Probably not directly because I think I was probably… doing some of the things that were kind of confirmed to a sense"

"I think at this point in time it's more recognition for what you have done rather than teaching you to do something better"

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Influence RAP: reflection and retrospection

"I think that it's raised awareness of me actively thinking about what I am doing rather than just blindly engaging with my practice …"

"When it comes to working with students, teaching, it forced me to be more reflective on how I taught. When gathering evidence for the application … I felt that I had a greater need to go back and talk to the students I had worked with in the past to find out what they thought about the way I did things. It encouraged me to have a peer review of my teaching sessions and that certainly had an impact, …"

Awareness
Exemplare
Reflection
Consultation

Disciplinary differences

"I think perhaps it made me think a little bit more about the impact on students and teaching and I think in particular kind of thinking about the drive towards getting students to reflect a little bit more, the process of self-reflection made me realise that actually that was very useful for the students to do as well, and so in terms of trying to influence the personal tutorial system and the way in which we try to embed sustainability values, ethical values, integrity etc within the tutorial system", ...

"… one of the main things was I just thought I have… I don't reflect. I have so little time to reflect, and it's not something we are trained on, as a scientist you don't reflect, you just charge straight ahead and do. So I found that very useful" ...

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KAPS as CPD

"… probably the most practical impact on teaching and working with students were the two workshops that I did … it was quite a helpful stimulus to do those"

"I look for the workshops much more regularly now. I have always in the past thought of my ongoing professional development being very subject-led rather than teacher-led, ... Whereas since doing the KAPS I have been more trying to find educational events that I can log in my CPD, but for teaching-led, pedagogic-led areas rather than just the topic"

"And another thing, …, this whole idea of CPD, of showing your CPD development through the years, well that was a bit of a surprise, no one had ever mentioned that before, so that was a little bit retrospective, but now I am aware that we need CPD even though nobody ever mentions it.
… I mean some professions are very used to CPD, but I mean I am … scientist and that's not part of what we do, you see …"

Workshops
Refreshing understanding
Raising awareness
Educational vs. disciplinary CPD

"it was good putting together the CPD list because there was quite a bit to put on it, but it also made me realise it has a particular value, a sort of outliers amongst the general melee of getting on with things, those moments …, do actually stand out as being nourishing kind of well beyond the time invested in them"

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Influencing others

"Since being successful I have been able to share some of my experiences with colleagues who are applying for SFHEA and also to share with them some of the things that I learnt"

"So I think it has acted as a motivator for other people wanting to achieve it"

Exemplare
Sharing success
Motivating others

"I mentor and peer review other people's practices, I think if people perceive you to have a certain qualification shall we say, or accreditation within a teaching community then you have something to live up to"

"I suppose my previous experience enables me to support and guide others with regards to education and teaching. I suppose going through the KAPS scheme and certainly when I got the Senior Fellow … and I have given people my application and people have found that very useful, so I suppose that has impacted other people, I don't know"

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Discussion

In groups (4-5) (10 minutes)

Compare/contrast the results of the interviews with your experiences/understanding with similar schemes? For examples:

- What was most interesting/surprising?
- What is different from your experiences/expectations?

Are there any assumptions supported by the results (questionnaire & interview)?

What could we learn/take forward from the combined results (questionnaire & interview)?

Final remarks

What are we planning to do with the outcomes to develop the scheme.

What are we planning to do in terms of future evaluation of the scheme.

How can we collaborate with colleagues in other institutions who are undertaking similar studies?