# The UK Professional Development Framework and its consequences for Academic Staff Development

New Goals in the Bologna Process
"Policy Development for new EHEA goals"
4. Meeting working group, Brussels 6.-7. April 2017

Hosted by Education International/European Trade Union
Committee for Education (EI/ETUCE)

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# Agenda

- Standards for the development of teaching competence

- The UK Professional Development Framework

- Standardization and the emergence of new academic development professionals

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# Standards for academic teaching competence

Standards as means to…

- Ensure competence orientation
- Provide comparable development opportunities
- Provide a framework for the assessment of acquired competences
- …

Teaching staff in European Universities under Bologna:

- Homogenization of tasks
- Comparability of challenges
- Increased international mobility
- …

Pictures via freepik.com

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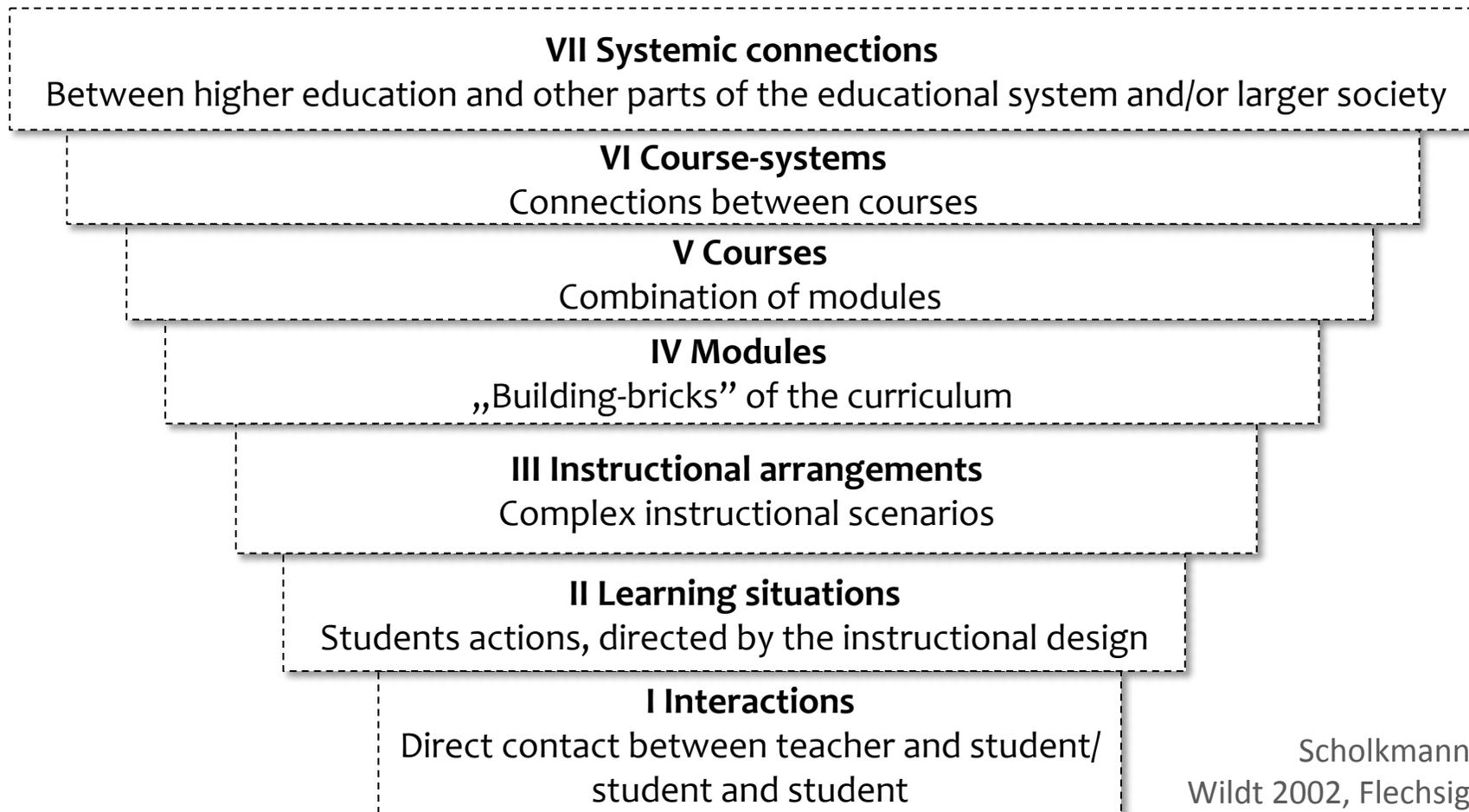
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# Standards as challenge

How to operationalize standards which take into account…

- various qualification levels of teaching staff?

- diverse tasks under the umbrella of „teaching"?

- individual differences and personal development goals/wishes?

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# Levels of higher education

**VII Systemic connections**
Between higher education and other parts of the educational system and/or larger society

**VI Course-systems**
Connections between courses

**V Courses**
Combination of modules

**IV Modules**
„Building-bricks" of the curriculum

**III Instructional arrangements**
Complex instructional scenarios

**II Learning situations**
Students actions, directed by the instructional design

**I Interactions**
Direct contact between teacher and student/
student and student

Scholkmann 2016
Wildt 2002, Flechsig 1975

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# The UK Professional Development Framework (SEDA-PDF)

- Initiated by SEDA (Staff and Educational Development Association; UK)

- It provides…

  - "recognition for higher education institutions and organisations

  - accreditation for their professional development programmes and

  - recognition for the individuals who complete those programmes"

  http://www.seda.ac.uk/what-is-seda-pdf

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# Professional development



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- Incentive Systems

- Professional Development

- Scholarship of Teaching and Learning

- Quality Management

http://www.seda.ac.uk/professional-development.html

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SEDA does the accreditation

- Universities

- their programmes of Academic Development

- Persons, who have attended programmes of Academic Development

and recognition of

- the SEDA Fellowship scheme

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# UK Professional Development Framework

## 1. Professional values

### Developing understanding of how people learn

All PDF named awards need to incorporate an opportunity for participants to explore learning models and theories. Participants will need to consider how such theories and models inform and underpin their engagement with the named award and achievement of the outcomes and to shape their own and others' development.

### Practising in ways that are scholarly, professional and ethical

To achieve successful outcomes, participants on the named award will need to demonstrate how they take an evidence-based approach to their practice. They will have the opportunity within the award to explore an appropriate literature base and any relevant codes of practice and ethics.

### Working with and developing learning communities

This value is about both participants working collaboratively in developing own practice and in encouraging students to learn with and from others. Like all the values, this can be demonstrated in various ways. For example, in the way the programme encourages participants to work collaboratively in engaging with the material in both online and face-to-face contexts.

### Valuing diversity and promoting inclusivity

Within the design and delivery of the named award, practice should model an inclusive approach which enables all participants to access the learning opportunities available. Opportunities to explore how the diversity of the participant group can be celebrated and valued should be considered. For example in the exercises and actives and readings that exemplify values and diversity.

### Continually reflecting on practice to develop ourselves, others and processes

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# UK Professional Development Framework

1. Professional values

**2. Named awards**

- **Action Research**
- **College Based Higher Education**
- **Developing Leaders**
- **Developing Professional Practice**
- **Embedding Learning Technologies**
- **Enhancing Academic Practice in Disciplines**
- **Enhancing Research Practice**
- **External Examining**
- **Leading and Developing Academic Practice**
- **Leading Programmes**

- **Leading Staff and Educational Development**
- **Learning Teaching and Assessing**
- **Mentoring and Coaching**
- **Responding to Change in Higher Education**
- **Staff and Educational Development**
- **Student Support and Guidance**
- **Supervising Postgraduate Research**
- **Supporting Learning**
- **Supporting Learning with Technology** (previousl

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# UK Professional Development Framework

1. Professional values

2. Named awards

3. **Documentation and Reflection of Core Development outcomes**

1. Identify their own professional development goals, directions or priorities

2. Plan for their initial and / or continuing professional development

3. Undertake appropriate development activities

4. Review their development and their practice, and the relations between them.

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# New AD professionals…

Staff in academic development/educational development

- Enablers of competence development
  - Wide variety of professional roles, e.g. trainers, consultants, quality managers, liaison officers etc.

➔ *"third space professionals"*

Teaching staff in European Universities

- Actual teaching
  - Within the disciplines
  - With/without research duties

Pictures via freepik.com

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# Situation in Germany

- Approximately 3.000 new jobs since 2012
  (through funding scheme „Quality Pact for Teaching", QPL)

- Financing until 2020, continuation not secured yet

Survey by the dghd (2015):

- Majority of new academic developers would like to stay in the field

- High demand for structured qualifications

➔ professionalization of AD roles and tasks

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# To sum up...

✓ Standards as a tool to professionalize higher education teaching - nationally and on the European level

✓ UK Professional Development Framework is a good model here because it is

  - integrative for HE as diverse field

  - flexible & adaptive to different needs and contexts

  - substantiated in actual academic development practice

✓ Standardization requires not only frameworks, but also resources/ personnel to support development!

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# Thank you and looking forward to the discussion

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