



THE QUEEN'S MERIT AWARD



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Educational Developer

23rd April 2020, Hibernian College, Dublin via Zoom

Question for padlet

How do we measure the impact of CPD on the quality of teaching?

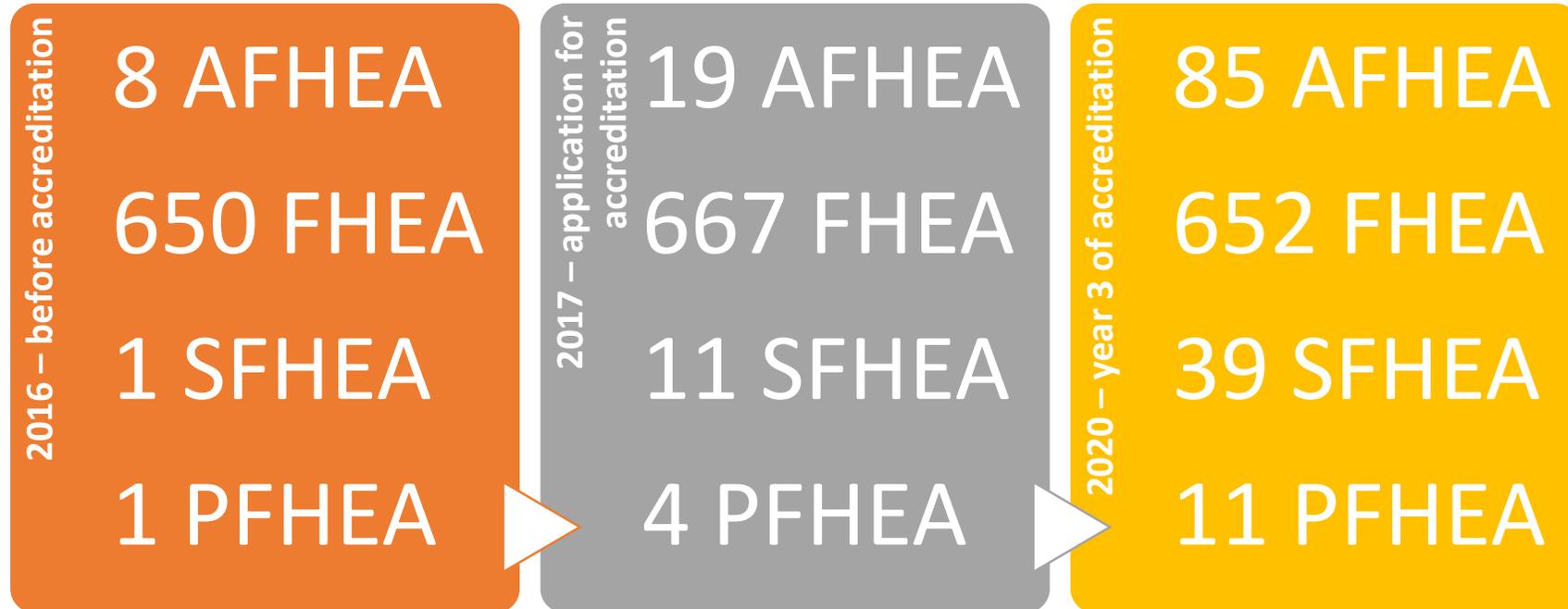


Where we started

2016 – running a full annual calendar of CPD workshops

- Lunchtime
- ½ days
 - Poorly attended – not a good use of resource
 - Little evidence of impact on teaching.
- External HEA Fellowship applications were supported but the uptake was low
- PGCHET was accredited and resulted in almost all of the institutions FHEAs

2016 - 2020



2016 – 2017 we began a pilot project. To run the scheme we needed a minimum of 12 SFHEA/PHEAs who would form the recognition panel and be the initial assessors and to demonstrate impact we needed to prove that there was interest beyond academic staff.

I tried to get one in each School (14 Schools) who would be there a distribution of potential mentors across the Schools

Professional Recognition - Three branches



Advance HE
Fellowship
accredited
(external)



CMALT
(pending)



Impact Award
Assessment
Hub, L&T Hub
(internal)

Accredited Advance HE (HEA) Programmes

- Associate (AFHEA) fellowship we have a taught route and an experiential route.
 - Introduction to Teaching for Postgraduate Researchers Taught non-credit bearing
 - Supporting Student Learning Taught non-credit bearing
- Fellowship (FHEA) is generally gained through our HEA Accredited PGCHEP although more experienced members of staff who do not require Fellowship for probation can do the experiential route.
 - Postgraduate Certificate in Higher Education Teaching (PGCHET) Taught credit bearing
- Senior Fellowship (SFHEA) is the experiential route with the offer of mentorship.
- Experiential CPD Route is available for all.

Identified staff not already engaged with Professional Recognition including;

- Librarians;
- Technicians;
- Peer Mentor co-ordinators;
- Disability Advisers;
- Careers Consultants;
- Learning Development Tutors;
- Clinical Demonstrators (e.g. Anatomical Sciences);
- Demonstrators (e.g. Science);
- PhD supervisors;
- Casual Teaching assistants / tutors.

Professional Development – 2 branches



6 Programmes

- Developing Leadership in Educational Practice (17 weeks)
- Leading Programmes (19 weeks)
- Academic Mentoring (22 weeks)
- Supporting Learning in a Digital Age (15 weeks)
- Leading and Embedding Technology Enhanced Learning (accreditation pending)
- Developing People and Enhancing Practice (EDI, accreditation pending)



Degree Standards Project

- Professional development course for external examiners
- Practical approaches to reinforcing standards of external examining

Outcomes

- Generated huge interest in the annual Learning and Teaching Conference – with a rise of over 400% in four years
- Professional Development programmes are over subscribed and have waiting lists

Next steps

- Potentially an Institute for Pedagogic Research???
- Internal development funding for learning and teaching projects?
- Measuring impact of professional development on the quality of teaching.

Proposed new accredited programmes;

- University Co-Ordinators Programme,
- Assessment and Feedback Processes that Enhance Student Confidence

Question for padlet

How do we measure the impact of CPD on the quality of teaching?



Professional Recognition – Advance HE

We use the HEA Fellowship route and PSF framework for professional recognition.

- Associate (AFHEA) fellowship we have a taught route and an experiential route.
- Fellowship (FHEA) is generally gained through our HEA Accredited PGCHEP although more experienced members of staff who do not require Fellowship for probation can do the experiential route.
- Senior Fellowship (SFHEA) is the experiential route with the offer of mentorship.
- Principal Fellowship (PFHEA) is an external application, direct to Advance HE that we support by paying for the application and with mentorship.