Engaging with the Professional Development Framework: User Perspectives

HECA Academic Quality Enhancement Forum

Engaging with the Professional Development Framework: User Perspectives
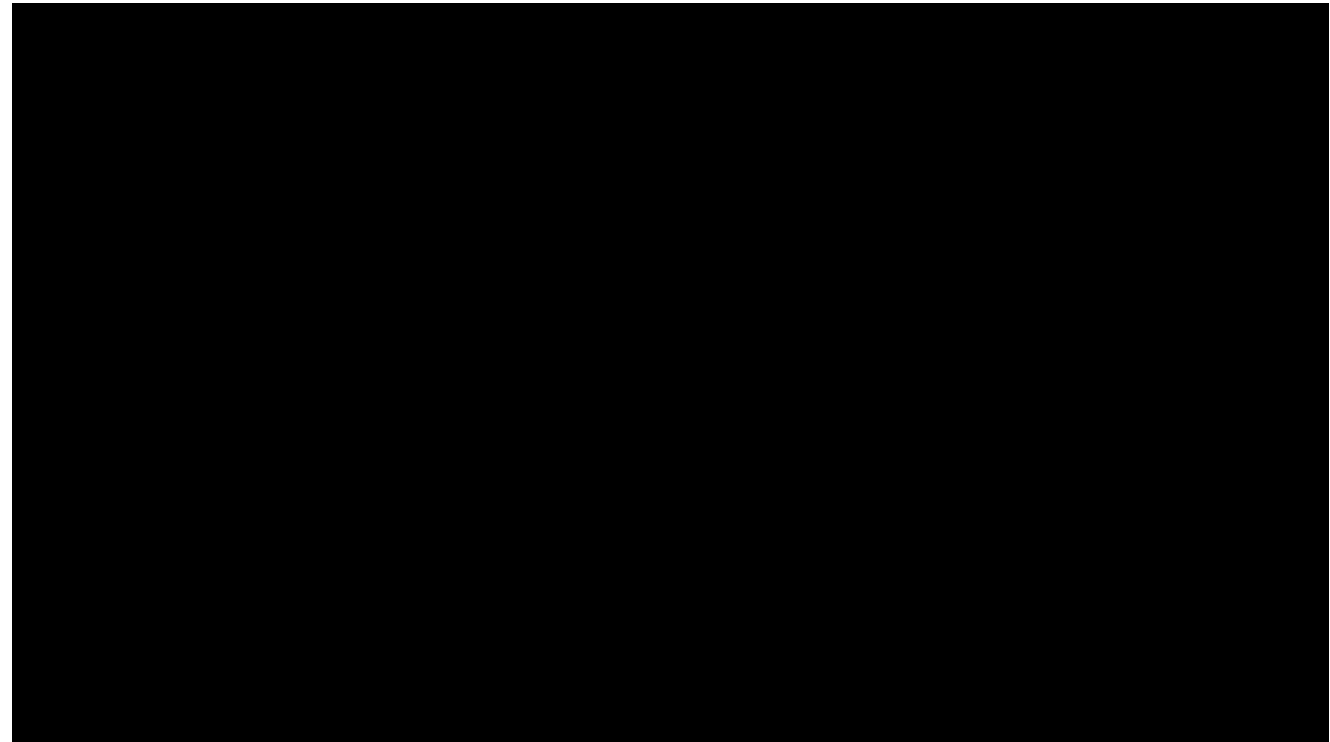
Time	Session
10:00-10:10	Seminar opens with welcome, housekeeping & introductions
10:10-10:25	Ruth Ní Bheoláin, HAQEF Chair
10:25-10:40	Independent college experience, Marie O'Neill, CCT
10:40-10:55	University Experience, Karen Fraser, QUB
10:55-11:10	Institute of Technology Experience , Dr Tom Farrelly, IT Tralee
11:10-11:25	Panel discussion of all participants, facilitated by Dr Alison Farrell
11:25- 11:30	Feedback and goodbye!

Learning Outcomes

Throughout, and upon completion of, this National Forum Seminar, participants will:

1. Share experiences of different approaches to implementing professional development frameworks in higher education

2. Discuss the benefits and challenges of using professional development frameworks in higher education

3. Promote engagement with, and implementation of, professional development frameworks

4. Identify and employ resources to facilitate the implementation professional development frameworks

5. Network and engage in peer learning around varied experiences of implementing professional development frameworks

Introduction, who is 'HAQEF' and why are we here?

Higher Education College's Association (HECA)

- Established in 1991
- Represents 13 established and state accredited privately funded providers of higher education

HAQEF Community of Practice

- Blend of QA Professionals and TLA advocates
- Shared commitment to QE of the learning environment
- Aspiration to do something meaningful

HAQEF Professional Development Objectives 2019-2020

- Facilitating discussions on the interpretation, adaption and implementation of the National Forum's (2016) PD Framework
- Building on the Library Group (O'Neill, 2018) and other members' engagement with PD Framework following pilot report publication (National Forum, 2018)

Specific workplan:

- Developing and publishing an initial model for institutional approaches to PD planning
- Organisation and facilitation of a colloquium on PD
- Supporting Resources to Assist HEI in Adapting the PD Framework for use at Institution Level
- NF Seminar on user perspectives on engaging with the PD Framework

"All staff who teach" - a purposefully flexible term that is inclusive to all roles involved in the facilitation of student learning (National Forum, 2016)

- Von Bertalaffy (1956) defines a system as a complex of interacting elements where all those involved in a human systemic have involvement in decision making (Mele, Pels and Polese, 2010)

- Considering individual or the organisational practices relating to PD but also the interrelationship between the individual and the organisation (Guske, 2000)

- No single "right" organisational policy or practice, what works in one organisation may not work in another (Kennedy, 2014)

- Based on goal-framing theory (Birkinshaw, Foss and Lindenberg, 2014) a PD framework is needed that supports staff to fulfil their personal PD needs in tandem with institutional goals.

- Finding and maintaining an equilibrium between staff and institution level goals is the key to the success of an institutional PD framework.
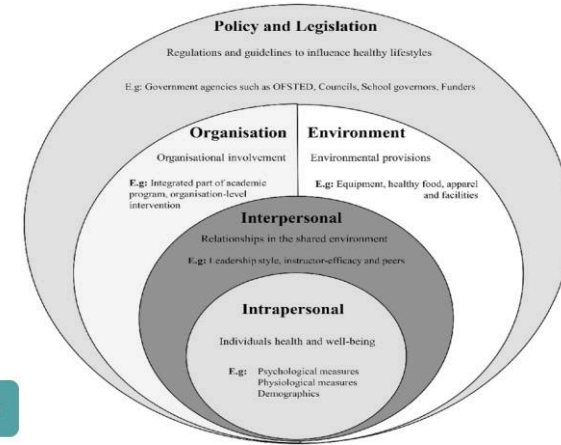
(Hull & de Oliveira & Zaidell, 2018)
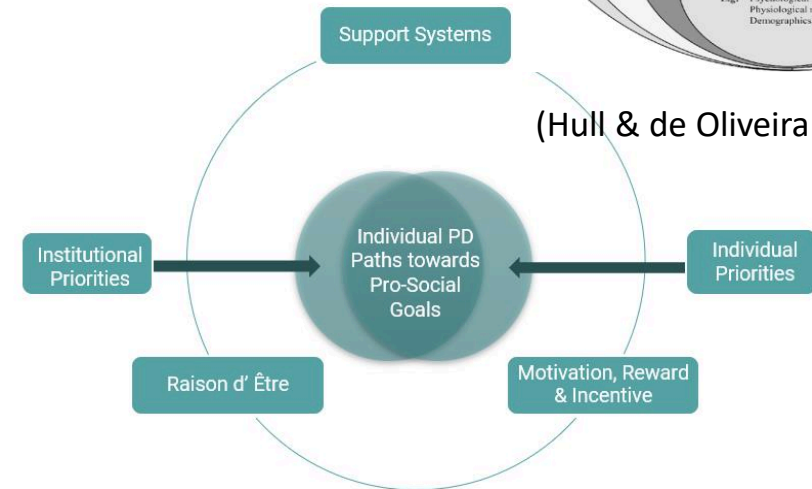
(Murphy & Ní Bheoláin, 2020)

Values	Inclusivity	Collaboration	Learner-centredness	Scholarship	Authenticity

Domains	Personal & Professional Digital Capacity	Professional Identity, values & development	Professional knowledge & skills	Professional communication & dialogue

The Self

Reflection

Identify current experience, reflect on types of learning, find evidence of practice & decide how to document it. Identify short & long-term goals.

Types of Learning

New Learning, Consolidating Learning, Mentoring, Leading

PD Activities

Non-accredited

Collaborative (informal)	Unstructured (non-formal)	Structured (non-formal)

Accredited

Formal

Domain 5: Personal and Professional Digital Capacity in Teaching and Learning

Teach and Learn- Awareness of the key digital aspects and opportunities on the higher education landscape and adoption of an evidenced-based approach to the application of technology in the design of learning for students

Tools and Technologies- Application of educational and day-to-day tools and resources to support personal learning, teaching and scholarship

Communication and Collaboration- Application of technologies for effective communication and collaboration with student, professional and social communities

Create and Innovate- Use of digital tools to create and develop new learning materials, embedding a range of media and interactive resources

Find and Use- Application of digital search strategies, skills and knowledge of the issues around the sharing and copyrights of digital resources

Identity & Wellbeing- Consideration of personal and other's wellbeing and awareness of the nature of online identity, data and information, and privacy and protection in ways that are ethical and respectful

Professional Development Activities (National Forum, 2016)

Non-Accredited			4. Accredited
1. Collaborative Non-accredited (informal)[4]	**2. Unstructured Non-accredited (non-formal)**[4]	**3. Structured Non-accredited (non-formal)**	**4. Accredited (formal)**[4]
Learning from these activities comes from their collaborative nature	These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the material themselves	Organised activities (by an institution, network or disciplinary membership body). They are typically facilitated and have identified learning objectives	Accredited programmes of study (ECTS or similar credits)
Examples – Conversations with colleagues, peer networking, peer observations, online blogs/discussion forums	Examples - Reading articles, following social media, self-study, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication	Examples - Workshops, seminars, MOOCs, conferences, summer schools, structured collaborative projects	Examples - Professional Certificate, Graduate Diploma, Masters, PhD, EdD in: Teaching and Learning, eLearning, Leadership in Education; Education Policy

Reflection time!

- Are there areas of practice you want to enhance? Is your practice based on scholarship?

- Does it take your well-being and the well-being of your learners into account?

- Have you already identified short-term goals and/or long-term goals?

Link to PADLET:
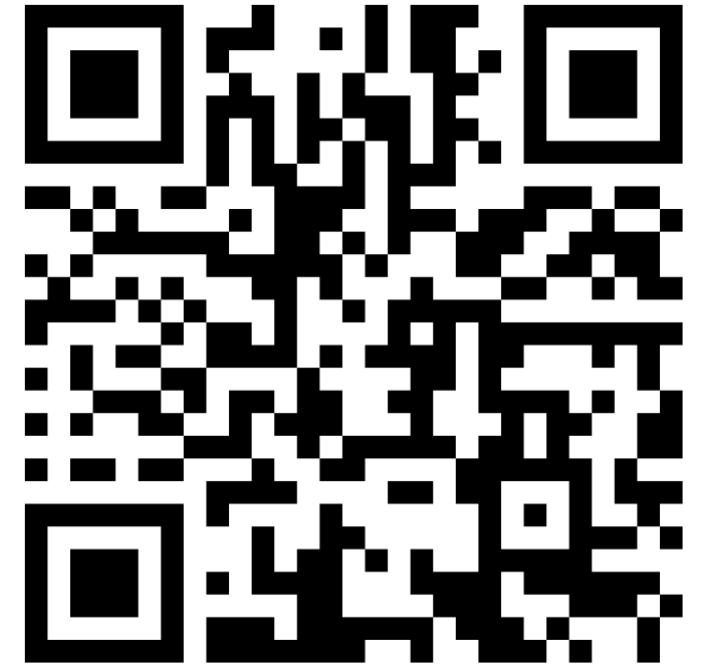
https://tinyurl.com/HAQEF

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Feedback

Link to feedback- Survey 071

https://www.surveymonkey.com/r/NSS201920