

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

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Use the findings from the Kingston evaluation in order to reflect on and discuss their own institutional experiences
- Share their own approaches to evaluating HEA accredited frameworks with a view to developing a shared understanding across the sector

### **Session Outline**

The UK Professional Standards Framework (UKPSF), administered by the Higher Education Academy (HEA), is seen by many as an attempt to raise the quality of learning and teaching in UK higher education institutions (HEIs). The UK is not alone in this ambition; other countries in Europe have similar objectives (McAleese et al., 2013; Henard and Roseveare, 2012; Pleschova et al, 2012). Increasing numbers of UK HEIs are developing professional development frameworks accredited by the HEA to award one of four categories of HEA Fellowship and Kingston University's KAPS scheme was accredited by the HEA in February 2014.

The impact of the UKPSF on both the enhancement of teaching, learning and assessment practices and as a model of professional development is not well understood. An evaluation of the UKPSF (Turner et al 2013:7) found evidence "that the UKPSF has been influential across the sector in changing institutional practice" however the impact on the quality enhancement of teaching, learning and assessment was less clear.

This case study is based on an evaluation of Kingston's KAPS scheme, undertaken in the spring of 2015. It investigates the impact of obtaining a Fellowship via KAPS in terms of enhancing professional practice and how it is perceived as a model for CPD. Outcomes from the evaluation will be used as an evidence base for the enhancement of the scheme at Kingston and shared with colleagues elsewhere in the sector.

## Session Activities and Approximate Timings

The session will be split between presentation and discussion as follows:

5 minutes Introductions and exploration of delegates experiences with accredited frameworks and evaluation of these.

The main focus of the discussion will be based around the experience of those who participate in institutional schemes, although those who manage/lead such schemes will also find much of interest in the outcomes.

10 minutes Case study (presentation) – institutional context, methodology, findings, lessons learnt

10 minutes Discussion – compare/contrast experiences. Any surprises arising from analysis of the data? Any assumptions that were supported by the data? What would we change about the design of the evaluation if we were to do it again?

10 minutes Case study (presentation) – what we are planning to do with the outcomes to develop the scheme. What we are planning to do in terms of future evaluation of the scheme.

10 minutes Discussion – how to share these findings/collaborate on similar activity to inform/influence the sector. Ways in which we can support or collaborate with colleagues in other institutions who are undertaking similar studies.

## References

- Hénard, F. & Roseveare, D. (2012). *Fostering Quality Teaching in Higher Education: Policy and Practice*. An IMHE guide for Higher Education Institutions. Paris: Organisation for Economic Co-operation and Development (OECD). Available at: <http://www.oecd.org/edu/imhe/QT%20policies%20and%20practices.pdf>, [28/04/15].
- McAleese, M., Bladh, A., Berger, V., Bode, C., Muehlfeit, J., Petrin, T., & Tsoukalis, L. (2013). *Report to the European Commission on Improving the quality of teaching and learning in Europe's higher education institutions*. Luxembourg: Publication Office of the European Union.
- Pleschova, G., Simon, E., Quinlan, K.M., Murphy, J., Roxna, T. & Szabo, M (2012). *The Professionalisation of Academics as Teachers in Higher Education*. Report of the Standing Committee for the Social Sciences. European Science Foundation. Available at: [http://www.esf.org/fileadmin/Public\\_documents/Publications/professionalisation\\_academics.pdf](http://www.esf.org/fileadmin/Public_documents/Publications/professionalisation_academics.pdf) [28/04/15]
- Turner, N., Oliver, M., McKenna, C., Hughes, J., Smith, H., Deepwell, F. & Strives, L. (2013). *Measuring the impact of the UK Professional Standards Framework for Teaching and Supporting Learning (UKPSF)*. Staff and Educational Development Association and the Higher Education Academy. York: The Higher Education Academy, available at: [http://www.heacademy.ac.uk/assets/documents/ukpsf/UKPSF\\_Impact\\_Study\\_Report.pdf](http://www.heacademy.ac.uk/assets/documents/ukpsf/UKPSF_Impact_Study_Report.pdf), [28/04/15].