

Title: **The impact of ULTRA: Academic staff as advocates for learning and teaching in a research-intensive university.**

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Session Learning Outcomes

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

- Describe the outcomes and process of recent research into the introduction of CPD frameworks across one institution. The focus of the session will be the thematic analysis of semi-structured interviews (Braun and Clarke, 2006), that formed part of an ongoing developmental evaluation (Gamble, 2008) of the University of Liverpool Teaching Recognition and Accreditation (ULTRA) framework.
- Identify issues for the implementation of a CPD framework in their own context
- Explore the role of CPD frameworks in promoting the scholarship of teaching and learning in HE
- Develop ideas for the future development of CPD frameworks, and their role in supporting SoTL across the sector

Session Outline

This discussion paper addresses the overall conference theme of the importance of an evidence base for learning and teaching. It addresses the specific theme of raising the profile of the scholarship of teaching and learning (SoTL) by means of exploring the role of academic staff in supporting a CPD framework that aims to raise the profile of learning and teaching across the University. The context for the research is the increasing emphasis on teaching excellence in universities (Gunn and Fisk, 2013), even within institutions that have traditionally been more focused on research.

Key issues to be addressed are:

- The rise in the number of Higher Education (HE) institutions that have developed a framework for continuing professional development (CPD), with the aim of increasing the number of academic staff with recognised teaching qualifications (Cashmore, Cane and Cane, 2013)
- The challenge of implementing a CPD Framework that aims to recognise and raise the profile of high quality learning and teaching in institutions in which excellence in research is seen as a priority
- Research that explored the role of a small number of academic staff in promoting engagement with a CPD framework in a research-intensive university. Specifically, the aim of raising the profile of learning and teaching across the institution, including SoTL.

It is important to share what we have learned about the impact of our CPD framework with colleagues (Laycock and Shrives, 2009). The findings of the research will be of interest to those with a remit for the development and implementation of CPD Frameworks in their own context.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

1. Presentation of research project and initial findings: 20 minutes
-PowerPoint presentation including the background and context of the research, the approach, methods, and analysis, as well as the findings.
2. Small group activity: 10 minutes
-participants will be invited to move into groups of 3 to share experiences of developing and implementing CPD frameworks, and identify the similarities and differences between their context and our research.
3. Full group facilitated discussion: 15 minutes
-feedback from small group discussion
-ideas for supporting learning and teaching, including SoTL through CPD frameworks,
-lessons learned, thinking about the future, and ways forward. This section will include discussion of one idea that has been developed: a conference that focuses on educational/pedagogical research at the University of Liverpool.

References

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- Cashmore, A., Cane, C., and Cane, R. (2013). Rebalancing promotion in the HE sector: is teaching excellence being rewarded? Higher Education Academy, accessed at: www.heacademy.ac.uk/node/4267
- Gamble, J.A.A. (2008). *A Developmental Evaluation Primer*. Canada: The J.W. McConnell Foundation.
- Gunn, V. and Fisk, A. (2014). Considering teaching excellence in higher education: 2007-2013. Higher Education Academy, accessed at www.heacademy.ac.uk/sites/default/files/resources/TELR_final_acknowledgements.pdf
- Laycock, M. & Shrives, L. (2009). *Embedding CPD in Higher Education*. SEDA paper 123. London: SEDA.