

Title: **Eliciting and Responding to Schools' Needs: supporting teams using Academic Development Needs Analysis**

Presenter: **Jackie Potter, Corony Edwards**
Keele University, Corony Edwards Consulting

Session Learning Outcomes

- Describe the approach taken to work with Schools' strategic plans, staff and students to co-create a targeted educational development offer;
- Share the materials developed and used as well as the feedback from teams, students and educational developers;
- Evaluate the costs and benefits of a team-based approach to determining and delivering support for School-wide educational development needs;
- Reflect on and explore the value of the approach in their own institutional contexts.

Session Outline

We describe an approach to support staff teams proactively and linked to their local strategy (Shiple and Golden, 2013). Neame and Forsyth (2016) talk of academic development linked to top-down institutional initiatives or focused on individual needs. By contrast, our approach is firmly planted in the 'middle-ground' around teams and local strategy. We piloted a new model to drive team-based educational enhancement in Schools that we named Academic Development Needs Analysis. The approach was devised on the presumption that clear and systematic identification of learning development needs is a key aspect of ensuring effective learning provision across an organisation (CiPD, 2016) and it can be delivered best when those needs are shared among a community of practice and have been collectively determined and recognised. Blackwell (2003) contends that the main focus of strategic development in departments during times of stability is 'nudging things forward'. In the current context of imminent subject-level TEF and increasing instability and rates of change, this approach was designed to accelerate team-based, situated learning.

We report on a structured, mixed-method approach, loosely based on Murphy (2015), to collect evidence to inform a needs analysis and action plan. We collected views from the Head of School, teaching staff, students, senior leadership and the perspectives of the educational development team. We used this data to create and agree an 18 month School development plan where the educational development team directly support team-based development linked to strategic priorities. The session shares the process and resources used and the feedback from participants. Throughout the session, we create spaces for participants to reflect on and discuss the costs and benefits to a team-based approach to identifying needs and supporting educational enhancement in Schools, both through consideration of our experiences and by sharing their own educational development contexts.

Session Activities and Approximate Timings

T0-T10 Setting the scene: drivers to explore a new approach to developing School-focused, team-based educational development at Keele.

Discussion focus: Do the drivers that influenced us have resonance with your educational development context? What approaches are taken to determine priorities for team-based educational development in your institution?

T10-T30 Developing a team-based development plan: process and lessons learnt from creating a team-based focused support plan for teaching and learning enhancement.

Discussion focus: How useful is the model of Academic Development Needs Analysis in your educational development context? What could you adopt and what might you need to adapt?

T30-T45 Delivering and evaluating team-based development. What does theory tells us will happen; what did we find happened? *Discussion focus: How can educational developers support effective teams and groups in Schools? What kind of monitoring and evaluation processes are useful for team-based development?*

References

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