

**Title:**                   **How can we support groups or teams of staff to engage with and derive benefit from gaining professional recognition for their teaching ?**

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### **Session Learning Outcomes**

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

- have explored success factors at a local level that encourage and support staff to go through professional recognition
- have considered how the potential impact of having clusters of staff from the same subject groupings gaining recognition can be harnessed
- and be able to apply this thinking to their own institutional context

### **Session Outline**

The White Paper (BIS, 2016), now approved as the Higher Education and Research Act (2017), has set the agenda for the creation of the Teaching Excellence Framework, providing renewed impetus for institutional strategies to enhance the quality of teaching provision alongside the development of measures aimed at professionalising teachers in HE.

This has coincided with a growth in institutional frameworks for initial and continuing professional development (CPD) of staff in relation to learning and teaching – comprising both credit-bearing awards and HEA recognition schemes – and has led to many UK HE institutions setting targets for professional recognition in light of HESA's data collection and reporting on staff teaching qualifications.

Shaw (2017) has previously investigated the impact at faculty level on individual staff going through an institutional recognition scheme. He found that the developmental impact for the individual was limited through the retrospective benchmarking nature of the recognition process, which is in agreement with findings of van der Sluis et al (2017). Spowart et al (2015) concluded in their work that a fruitful area for the future development of such schemes was to focus on further embedding and contextualisation within local teaching communities.

This session presents case studies of two Subject areas within a large post-92 University where the proportion of staff with HEA fellowship recognition and/or teaching qualifications is high relative to the Schools they are within and the institution as a whole. Outcomes from focus groups with staff in these subject groupings will be presented.

The session will explore success factors at a local level that encourage and support staff to go through professional recognition and consider the potential impact on collective thinking and teaching practices that may arise from having clusters of staff from the same subject groupings having gained recognition through the process.

### Session Activities and Approximate Timings

Presentation of context and outcomes 15 minutes

Discussion 20 minutes  
Questions

1. In your own institutional context, what success factors at a local level that encourage and support staff to go through professional recognition?
2. What potential benefits could be derived from having groups or teams of staff having gained professional recognition and how can this be harnessed?

Plenary 10 minutes

### References

- BIS, 2016. Success as a Knowledge Economy: Teaching excellence, social mobility and students choice. London: Department for Business Innovation and Skills, HMSO
- Higher Education and Research Act (2017). <http://services.parliament.uk/bills/2016-17/highereducationandresearch.html>
- Shaw, R. 2017. Professionalising Teaching in HE: the impact of an institutional fellowship scheme in the UK. *Higher Education Research and Development* (in press)
- Spowart, L., Turner, R., Shenton, D., Kneale, P., 2016. 'But I've been teaching for 20 years...': encouraging teaching accreditation for experienced staff working in higher education. *International Journal for Academic Development*. **21** (3) 206 - 218
- van der Sluis, H., Burden, P. and Huet, I. 2017. Retrospection and reflection: The emerging influence of an institutional professional recognition scheme on professional development and academic practice. *Innovations in Education and Teaching International* **54** (2) 126-134