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Not so quiet on the Preston Front: Reflections on delivering the Academic Professional Apprenticeship at the University of Central Lancashire

Claire Stocks and Anna Hunter, University of Central Lancashire

There has been a great deal of interest in the implementation of the Academic Professional Apprenticeship (APA) within the SEDA community, as demonstrated by recent *Educational Developments* articles by O'Leary *et al.* (2019) and Powell and Gossman (2018), as well as many conversations and questions circulated via the SEDA mailing lists. With the news that Advance HE had become the first large-scale End Point Assessment Organisation for the APA in 2019, many in the sector are keen to learn more about the experiences of the comparatively few institutions that have adopted the APA.

At the University of Central Lancashire we have been running the APA since February 2019, with an initial intake of 28 apprentices that has since grown to 39 following the start of a second cohort in September 2019. In this article, we reflect on our experience of delivering the APA, in order to identify key learning points that may be useful to other universities which are considering a move towards the apprenticeship.

Context

The University of Central Lancashire is a large, post-92 university in the North West of England. We have approximately 35,000 students and 2500 academic staff, located in Preston, at a satellite campus in Burnley (East Lancashire) and at UCLan Cyprus. The Academic Professional Apprenticeship (APA) was introduced in 2019 to replace a long-running PGCert Learning and Teaching in HE; this was revalidated as a PGCert in Academic Practice (PGCAP), in order to more accurately reflect the research elements of the APA standard.

Historically, the PGCert LTHE was the default route to HEA Fellowship for any staff member with less than three years' experience of teaching in HE. This accounts for a large proportion of new academics: UCLan is a strongly widening-participation university and our staff profile often reflects that of our students. Many of the academics employed by the University are from widening-access backgrounds themselves, and do not hold academic qualifications beyond first degrees. For this reason, the PGCert has always been delivered over an extended period of time (up to 30 months), in order to attempt to properly scaffold the development of learners, many of whom are coming to an academic career following a successful professional or clinical career.

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The APA and corresponding PGCAP are delivered by the Academic Development Team, located in the central Centre for Excellence in Learning and Teaching. When UCLan decided to adopt the APA, the existing PGCert LTHE was mapped to the APA standard and found to be a comparatively close match; as anticipated by Powell and Gossman (2018), the embedding of the UKPSF within the APA standard means that most PGCerts will naturally map closely to the teaching-specialist route through the standard, and require little reworking. This mapping exercise revealed that almost all of the teaching and learning elements of the standard were already addressed within the existing PGCert; however, work was required in order to more fully embed the more research-related and generic competencies within the programme. The subsequent curriculum redesign led to the aforementioned revalidation as a PGCAP. In order to meet the requirement that the APA must be completed within 18-24 months, we also shortened the delivery time to sit just within the maximum of 24 months.

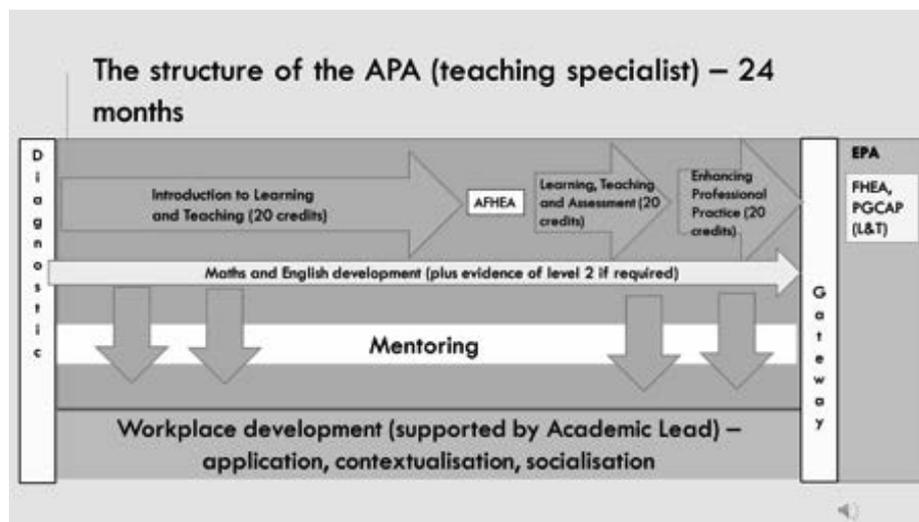


Figure 1 The structure of the APA at UCLan

The PGCAP comprises 3x20 credit modules at Level 7, as detailed in Figure 1. The PGCAP itself, however, accounts for only part of the compulsory 20% 'off the job' learning that an Academic Professional Apprentice is required to undertake during their Apprenticeship. Each apprentice is supported by a core team which includes a representative from the PGCAP course team (representing the training provider), his or her academic lead (usually a Principal Lecturer who has responsibility for workload allocation and acts as a proxy line manager, representing the employer), and his or her APA mentor. The mentor is an experienced member of staff who must hold Fellowship of the HEA, and whose role is to support the apprentice in the application of theory to practice, and in developing some of the more generic academic skills such as time management, achieving work-life balance and perseverance. The apprentice's support team meets to review the apprentice's progress every 8-12 weeks, and the mentor meets with the apprentice for two hours every month, although this time can be used for other things than just meetings – it may be used to undertake peer observation, for instance.

Each apprentice is provided with an electronic portfolio (using MS OneNote Class Notebook), within which they are required to keep a record of all 'off the job' learning hours, all mentor meeting notes, their individual learning plans and an up-to-date mapping of their development against the APA standard. The first cohort of apprentices completed the first PGCAP module in November 2019, and has recently progressed to the second module. As we prepare for the third intake of apprentices in February 2020, we felt that this marked an ideal opportunity to reflect on our experience to date.

What has worked well at UCLan?

PGCAP attendance and engagement

As many PGCert/PGCAP providers will testify, attendance and engagement with

PGCAP taught sessions can be inconsistent, as academic staff are very often required to prioritise teaching, meetings, research commitments or office hours over their own CPD. We have found that the requirement to log off-the-job learning hours as evidence for a future audit provides more leverage for course teams to be able to insist upon attendance. Across the sector, staff who are students on PGCerts are often not given enough, or any, workload remittance to account for this; however, apprentices must have 20% of their workloads ring-fenced for off-the-job learning. From the last cohort of the PGCert LTHE (February 2018) to the first cohort of apprentices (February 2019), we saw a marked increase in attendance at timetabled sessions, and engagement with formative assessment. The regular apprentice review meetings also enabled us to troubleshoot any issues that had arisen on the PGCAP and provide additional support where needed.

Development for the PGCAP team

Upon reflection, we recognised that our previous approach to the PGCert delivery had been quite siloed, with a different member of the team leading each of the three modules. Because all of the team are now involved with apprentice review meetings, we have by necessity developed our understanding of the other modules and how they are taught and assessed, in order to better support our apprentices. Mapping the existing PGCert to the APA standard became a collaborative exercise, requiring a programme-wide approach to ensure that all of the APA standard competencies had been addressed within the new PGCAP. Unlike the previous PGCert curriculum, which needed to be comprehensively mapped to the UKPSF, the emphasis on work-based learning within the APA meant that we were also able to think more critically about which elements of the standard belonged in the PGCAP, and which would be developed more fully in practice.

Before the advent of the APA we knew comparatively little about Degree Apprenticeships, and have had to learn quickly. UCLan is strategically committed to developing Degree Apprenticeships and therefore our own learning around apprenticeships in order to deliver the APA has enabled us to better support the development of colleagues around the university who are delivering their own apprenticeships. Some members of the team have since acted as External Advisors for the approval of APA pathways at other universities.

Communication and relationships

At UCLan it has long been a contractual requirement for academic staff members to achieve Fellowship of the HEA. This requirement is set by Human Resources, however, in practice HR had been very removed from the processes by which staff were supported to gain Fellowship (typically either through the PGCert, or through a CPD scheme for more experienced academics). The APA has brought HR to the centre of academic staff development as the employer. It has shone a spotlight on the challenges that some academics face in securing workload remission and support for CPD within their departments, with HR representatives coming to a new understanding of some of the complexities of providing CPD around teaching and learning within the

neo-liberal university. Members of the CELT team meet regularly with HR to review the progress of the apprentices and identify any barriers or challenges to progression; this information is fed up to senior management who have also had greater opportunity to see the impact of policy in practice.

The inclusion of Academic Leads in the apprentice support team has opened up a line of communication between the PGCAP course team and the immediate team leaders of our participants. Superficially, this may appear to provide some cause for concern, particularly around the role of the academic developer and whether our responsibility is to our students or their managers. However, in practice this has been a useful development, enabling us to raise concerns around wellbeing and workload. The structure of these review meetings also means that Academic Leads have to take greater ownership of the apprentice's CPD. Through the review meetings, often held in the apprentice's own department rather than in CELT, we have discovered that we have developed stronger relationships with our learners and a better understanding of their circumstances.

Raised profile of Academic Development across the University

This has been particularly true with regard to workload allocation and how UCLan supports staff in CPD around teaching and learning. Whilst workload continues to provide a challenge (see below), some useful discussions have emerged around how much time should be provided for CPD in teaching and learning, whether this is consistent across the University, and how this time is accounted for within a fairly rigid universal-workload model. One unexpected benefit has been that the profile of other academic development programmes has also been raised, with comparisons drawn between the clear workload remittance required for apprentices, and the inconsistency of CPD time allocated for more experienced academics, for example those who are pursuing Fellowship or Senior Fellowship of the HEA through the CPD Scheme. We welcome these conversations in order to drive forward the development of teaching and learning, and in particular the provision for this within academic workloads.

Development for apprentices

The Apprenticeship model prioritises the application of theory in practice, which enables apprentices to see the immediate impact of their learning from the taught programme. A criticism of the previous PGCert had been that learners were not equipped to make the links between theory and practice; that they had achieved the qualification but struggled to make sense of the pedagogy in their day-to-day teaching. Mentoring had been a feature of the PGCert LTHE, but access to mentoring within academic departments had been inconsistent, as was the quality of mentoring. We have found that robust mentoring is key to creating a bridge between theory and practice; all mentors for the APA receive a workload allowance for undertaking this role and they all complete mentor training led by the APA programme lead. This has also proved to be a development opportunity for academic staff members who are interested in learning and teaching, who champion good practice within their own departments and who may be seeking opportunities

to develop their leadership and influence in learning and teaching.

There be monsters...What to be aware of

Our reflections on implementation of the APA have led us to the conclusion that where organisations are considering whether or not to adopt this new form of academic staff development, it is worth considering the rationale(s) for the change. In this section we consider some of the rationales that we have heard, and offer some comment based on our experiences to date. Our implementation of the Academic Professional Apprenticeship has, perhaps not surprisingly, brought challenges, and our reflection is that those challenges have not always been the ones that we would have predicted. This is not intended to disparage the apprenticeship – we have found some real benefits, as we have outlined above – but to offer food for thought to colleagues who are considering the pros and cons.

Money for old rope

Many colleagues that we have spoken to in other institutions who are preparing themselves for the possibility of delivering the APA, speak of mapping their provision (generally an existing PGCAP) to the apprenticeship standard. As we suggest above, that was actually one of the easiest parts of implementing the Apprenticeship for us. However, this argument underestimates the significant differences between delivery of a PGCAP and delivery of an Apprenticeship, with all of the extra monitoring and reporting. Furthermore, the non-integrated nature of this particular apprenticeship generates extra work for both developers and apprentices in order to meet the end point assessment requirements. Where organisations don't deliver other apprenticeships and therefore do not have an existing infrastructure to support the process, this extra work is likely to be even more onerous.

The other main issue that developer colleagues perceive to be a potential barrier to implementation is the requirement for Apprentices to evidence their Level 2 Maths and English, and this has been a significant issue for us. As we have suggested, many of our academic staff teach on professional degrees or are embarking on apprenticeship delivery themselves. They are often, therefore, experienced professionals who were fairly advanced in their careers before coming to teach at UCLan, and they often did their qualifications many years ago. This means that they often can't locate their evidence and can be very anxious about undertaking a functional skills exam. International staff can also find that their qualifications aren't recognised and that, despite having higher degrees in related areas, they still have to undertake the functional skills tests. Nevertheless, this issue might be fairly easily overcome at the recruitment stage if APA programme teams are able to stipulate that only staff who are able to evidence their Maths and English qualifications at the start of the programme should be able to join.

It provides an income stream for Academic Development

There is a clear argument that, where organisations are paying the Apprenticeship Levy and are not drawing that money back, it makes sense to implement the apprenticeship in order to recoup some of the funds. However, it is clear that the APA actually costs more to implement than the

funding band allows (not least because the 20% protected time cannot be backfilled using the levy). The experience at UCLan has made it clear that apprenticeship course leaders (and their teams) do a range of tasks that leaders of standard courses don't do – for instance, populating commitment statements, undertaking diagnostic assessments, perhaps doing regular review meetings and negotiating and liaising with the End Point Assessment Organisation. The cost here is either additional staff or a reduction in the other things that the delivery team might otherwise do. Nevertheless, on paper at least, the apprenticeship does allow an academic development unit to establish a funding stream associated with its work, something that was often not the case before the levy was introduced.

Implementing the APA may be an impossible task

One potential benefit of adopting the APA, with its requirement for protected 'off the job learning' time, is that it provides both providers of the apprenticeship and apprentices themselves with more leverage to protect time for study. Nevertheless, colleagues seem to recognise the broad challenge of ensuring that apprentices are able to evidence that they have at least 20% of their time protected for 'off the job learning'. While this is a significant challenge, as we suggest above, that requirement also provides some leverage for both apprenticeship providers and individual apprentices to get sufficient time to engage with their learning. Indeed, we had hoped that the auditing and reporting associated with the Apprenticeship would shift the burden of responsibility for engagement with the PGCAP by making the department more responsible for protecting the apprentice's time. In theory, this approach makes the time-management problem a structural one, rather than one that lies with individual participants. However, this has not been as clear cut as we might have hoped, and our regular review meetings have revealed apprentices frequently trying to juggle evidencing their 20% off-the-job time with their teaching and research responsibilities. Where we formerly accepted that apprentices did their PGCAP study in their own time, that is no longer acceptable. Similarly, where we formerly recognised that participants would need extra support to catch up on classes they had missed and work they had not submitted, we now work on the assumption that, except for in exceptional circumstances, participants should attend and do the work. This means that we no longer offer the support or leeway that we were able to in the past (as we now have to service things like diagnostic and review meetings), and this has increased pressure on participants.

In an environment where academic staff report workloads that are already well in excess of their contracted hours (UCU report staff 'work[ing] on average more than two days unpaid each week' – <https://www.ucu.org.uk/workloadcampaign>), 'protecting' 20% of their time for off-the-job learning starts to become a nonsense. Situating the APA within the neo-liberal university, then, with its competing range of demands and metrics, can, in reality, feel like an impossible task, and implementation can bring a number of the tensions that exist within organisations to the surface. In this environment, it can be very challenging to implement the apprenticeship, and the tensions can affect

everyone involved in trying to make the programme work. The potential challenges of ensuring that academic staff are given 20% of their time to engage in the 'off the job' learning are fairly well recognised, but when pressing Heads of School to ensure that this requirement is adhered to, we have to acknowledge the difficult position that they often find themselves in. They are tasked with increasing recruitment, attainment and student satisfaction, and this may well be in tension with releasing staff for CPD activity where departments are running lean. There is also a challenge for Heads in terms of workforce planning and taking a structured and strategic approach to getting their staff the skills, knowledge and professional recognition that they need to be able to teach. While all priorities are equally important, it becomes very challenging to deliver on all fronts.

Conclusion

In conclusion, we hope that we have offered some further food for thought for colleagues who are considering implementing the Academic Professional Apprenticeship

in their organisations. As suggested above, we have found that the apprenticeship has brought some (expected and unexpected) benefits, but also that there are some challenges that the sector will need to consider if the apprenticeship approach to academic development is to achieve its full potential.

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In my feelings: Emotion, compassion and teaching development for PhD students

Jessica Clare Hancock, City, University of London

PhD students experience a variety of threats to their emotional wellbeing. Educational development for PhD students who teach can address this by foregrounding the often-ignored role of emotion in academia. Specifically, PhD students can be made aware of the importance of self-compassion, and, in turn, empower them to acknowledge and support the emotional wellbeing of their own students. This article describes a 1.5-day training course for PhD students, called 'Establishing a Teaching Persona', which explored teaching, emotion and compassion. The activities used may be usefully adapted by others working in educational development with these kinds of teachers, or more widely with other staff, to assist an acknowledgement of the emotional components of learning and teaching.

The tribulations of being a PhD student

The wellbeing of UK PhD students has begun to receive sustained attention, evidenced by HEFCE's £1.5 million Catalyst funding in 2017 for projects addressing this area, and for a good reason – Evans *et al.* (2018) found that graduate research students were six times more likely to experience depression or anxiety as the general population. Anyone who has undertaken PhD research will recall that there is a wealth of internal and external pressures involved. Completing a PhD is often a lonely process, especially in subject areas where research is traditionally undertaken in solitude, or where long commutes or outside responsibilities lead to less time on campus. Many PhD students also suffer from imposter syndrome, exacerbated by the requirements of a PhD, which

can seem nebulous. Financial difficulties, especially for those without funding, mean that PhD research might be balanced with caring responsibilities as well as other employment, often teaching, which (although valuable as experience for a future career) can be detrimental to academic progress and result in a cycle of further stress caused by delays in completion.

The acknowledgement of these kinds of burdens on PhD students has begun to lead to an emphasis on the PhD not just as an intellectual pursuit, but as a task with a significant emotional component (Cotterall, 2013). Yet if a PhD student is experiencing issues with their emotional wellbeing, they may have difficulty raising this. Khene (2014) argues that the management culture in HE often encourages a dismissal of emotional issues. Indeed, Greene (2015) describes 'a "suck it up" mentality' (p. 508) to students' problems from supervisors. Furthermore, in academia especially, a focus on emotion is clearly gendered as 'a feminine negative to a positive "mastery" of/as male reason' (Hey, 2011, p. 208). Female students, therefore, are often compelled to ignore emotional issues to fit into the cognitive and patriarchal structures of HE, whereas male students equally might avoid feminisation through attention to emotion. These kinds of damaging narratives which denigrate emotion need to be countered in order to fully support PhD students, including in an educational development context; indeed, it is impossible to maintain the separation between the cognitive and affective elements of learning. Thus, it is crucial to support PhD students' emotional wellbeing as much as their ability

to research, write, or teach and develop their identities as educators; indeed, this latter aspect is all the more significant given the possibility for teaching responsibilities to exacerbate existing pressures on PhD students.

Is compassion the answer?

The wellbeing movement has gathered great momentum, especially in HE, and has provided benefits for both staff and students. Yet often the original intentions of wellbeing are subverted through a focus solely on the individual. Petting zoos are provided to help students deal with exam stress, but are not always accompanied by a systematic or revolutionary review of assessment. Staff training on resilience is offered, but teaching is still often carried out by staff on casual and precarious contracts. Instead, compassion offers a way forward that may be more productive due to its political possibilities. Put simply, compassion involves noticing the distress of an 'other', and taking action. Compassion began to be discussed in a healthcare context, but its applications to education are developing research momentum (Waddington, 2016; Gibbs, 2018; Hancock, 2018). Compassion for PhD students' emotional issues goes beyond recognition to alleviate harm. It has the potential to challenge HE toxicity rather than providing methods to survive within a broken system. For PhD students who teach, this would include: dialogue about feelings and emotional validation (Beard *et al.*, 2007); role-modelling for balancing different responsibilities; ensuring inclusion in the programme team (such as paid attendance at meetings); and advocating for improvements such as equitable pay or teaching allocation, and support mechanisms such as teaching mentors or training.

Emotions and compassion in educational development

My lectureship in Educational Development was established to improve support for PhD students who teach at City, University of London. These students have to pass the first module of our MA in Academic Practice, obtaining Associate Fellowship of the HEA, and some continue with this programme to gain additional qualifications. Whilst taking this module provides benefits from integration with other kinds of teaching staff, the specific needs of PhD students who teach had not received sustained attention. Interviews with PhD students and staff from across City's Schools revealed that there was a desire to explore identities, emotions and relationships with students; accordingly, an additional course was requested and one PhD student suggested the title 'Establishing a Teaching Persona' (ETP).

As I developed ETP (see Hancock, 2018 for further discussion of this), it seemed that a compassion-focused approach would attend to the emotional and identity issues raised, through self-compassion and compassion for the students they would be teaching. To ensure that ETP answered the needs of PhD students, the interviewees were invited to (and did) provide feedback about the content and teaching activities. The ETP was first taught over one full day (a mixture of discussions, lecture-based components and active learning), and a half day where attendees (in groups of ten or fewer) each delivered a 5-7 minute 'micro-teach' based on their own research, to gain feedback from each other and an educational developer. It is now offered twice a year.

ETP opens with a lecture-based exploration of the contexts of UK HE, raising awareness of student diversity and examining what a compassionate approach to teaching and learning might look like. Through questions and comments differences in current understanding could be addressed – in the interviews, several students who had been educated outside UK HE expressed confusion about unexplained conventions, and insider knowledge that they did not possess. This part of ETP was intended to provoke a critical response to issues raised which would be explored further in more active learning.

Playful approaches to emotions and identity

There is a growing body of work on playful learning in HE (see, for example Moseley and Whitton, 2015). Many benefits have been demonstrated, including the exploration of emotions for PhD students (Brown and Collins, 2018). A playful approach, therefore, was used in one of the ETP activities. Participants were given Lego and were asked to construct a model to respond to the question: 'what kind of teacher would you like to be?'. Then they worked with the rest of their group, deconstructing their creation and building a composite design. During the build, they shared the meanings of their model, and discussed the differences and similarities between the models, the barriers to these teaching identities, and how these might be overcome. The group rebuilding task was designed to emphasise the multiplicity of identities and to enable participants to debate – empowering them to take ownership of their teaching identities. At the end of the builds, each group shared and explained their model to the whole class, and a discussion about teaching identities, relationships with students, and related emotions ensued.

This activity aligned with the emphasis on emotion and enabled a creative approach to teaching identities. Making models allowed participants to explore the construction of identities, giving freedom in moving away from fixed concepts of identity. Rather than verbal declarations of identity which are often more closely connected to existing identities and bodily realities, the potential for different kinds of identities is expanded by non-realistic materials. Similarly, dismantling and rebuilding models promotes identity as something malleable. This activity enables distancing from the potential embarrassment of claiming an identity, and different ways of expressing the associated emotions (Peabody and Noyes, 2017). Explaining their individual models also gives each participant a sense of the value of their own voice and contribution, and empowers their own self-interpretation. Furthermore, the negotiation of a group identity demonstrates the benefits of collaboration and the recognition of shared emotions; it also establishes the potential for community solutions and validation of feelings. I prompted participants to practise both self-compassion and compassion towards others in their discussions of themselves as teachers, and their actual or potential students. I heard many comments along the lines of 'I'd like to be like that, but...'. Emotions that were expressed included a frustration at a lack of control over their teaching, for example because some had been told to merely narrate someone else's slides in seminars. Participants were encouraged to work within these restrictions (by talking around the slides, and using

them as the basis for different activities) but also supported to challenge them (by collectively initiating a discussion with a module leader). The Lego activity proved to be a way to approach emotion and compassion from a productive angle, and introduced participants to the potential for playfulness, and a focus on emotion, which they might be able to utilise in their own teaching.

Compassion and community

As compassion is connected to belonging (Frost *et al.*, 2000) and community building can support the emotional components of a PhD, I wanted ETP to construct a community of practice. I intended the inclusion of collaborative activities in ETP to enable the first steps towards this. Indeed, many participants mentioned the value of meeting others during ETP, especially those from different disciplines whom they would not normally encounter. One activity involved varied discussion styles (online, pairs, small group and whole group) to enable participants to reflect on their emotional response to different kinds of conversations and the extent to which they felt empowered or silenced by various approaches to dialogues in learning. We also explored Gilbert's (2016) micro-skills of compassion in group work, which involve using inclusive eye contact to encourage equal participation.

Unfortunately, partly because of restructuring issues with the Graduate School, other events to maintain and develop the PhD teaching community have not yet occurred, although I have created a blog ('Teach Like a PhD Student' – tinyurl.com/PhDteach) to enable support and conversations around teaching to continue. As part of the blog resources, I created five videos with advice from more experienced PhD students about teaching, addressing key areas of concern, which have the potential to affect emotional wellbeing. The suggestions included are practical, as well as empowering PhD students who teach to make sure they are being supported and are able to refuse requests.

Another way in which I hoped that ETP would convey the importance of community was through involving others in the teaching. One collaboration was with a counsellor colleague with concurrent interests in compassion, but from the angle of therapeutic use. She offered an hour's session which focused on the neuroscience of compassion, and techniques for encouraging self-compassion in relation to common emotions experienced when teaching. An increase in PhD student self-referrals to the Counselling and Mental Health Service has been explicitly attributed to attending the course, meeting a counsellor and discovering what assistance is available; often PhD students who teach can be unsure about whether they should be accessing student or staff support (in the session, they were advised that they could utilise either route).

Additionally, I made use of Educational Technologist and Educational Developer colleagues to co-teach a world-café-style activity where students could learn more about particular aspects of teaching: labs, small groups, large groups, technology and feedback. This not only enabled them to gain specialist knowledge, but also modelled the value of collaborating in teaching. This offered a counter

to the idea that teaching must be a sole pursuit and that asking for help is a sign of weakness, and demonstrated the benefits of teaching with others with different proficiencies. I wanted to collaborate more with PhD students during the teaching of ETP (to extend the approach I had used in designing the course), to promote authenticity and also to demonstrate that I valued their expertise; this feels especially crucial in a context where PhD students who teach are often, infuriatingly, treated as lesser than lecturers (despite sometimes having similar responsibilities). This differentiation can be evidenced by pay and job titles such as 'assistant' which mark them out as 'other' to students – albeit that there is also a productive potential in the different kinds of relationships with students that this identity might enable. Unfortunately, due to budget constraints and not wanting to exploit goodwill, PhD students were just involved for a Q&A session towards the end of the first day. This did provide a space for the exploration of emotion and issues from other perspectives, and a renewed opportunity to harness the political potential of a compassionate approach, particularly as in the September iteration one of the Q&A panel was also a union representative.

Conclusion

Recognising the emotional components of education and teaching was interwoven throughout ETP. At times, such as in the section taught by a counsellor, a compassionate approach was very directly addressed; at others, it was implied, as participants were encouraged to develop an ethos of compassion – for the emotions that resulted from their teaching practice, and in their responses to the students they taught or might teach in the future. An attention to emotion and compassion was combined with a focus on community, identity and playfulness, as well as some practical issues around teaching, to provide appropriate educational development for PhD students who teach.

The success of the course is evidenced by it being raised as good practice at City's Senate, with requests that it be considered as a compulsory course for all City PhD students who teach, and that it be made available to other members of staff who are not PhD students. Although I welcomed the recognition, I rejected both of these suggestions. The optional nature of the course enables it to provide something complementary to the MA in Academic Practice module; ETP offers support to PhD students if desired, rather than adding to the existing demands and pressures on them. In addition, if ETP became mandatory, the requirement would have to be written into their teaching contract and therefore undertaken at a similar time to the MA in Academic Practice module. Currently, PhD students can participate in ETP when it is appropriate to them. This may be at the beginning of their PhD journey when they are considering teaching in the future, rather than when they have teaching already arranged. Similarly, a main aim of ETP was to provide content that addresses issues that are specific to PhD students who teach, and a space dedicated to PhD students, to enable a sharing of concerns and experiences, so to open ETP up to other teaching staff would thus contradict its purpose.

Nevertheless, it is clear that a compassionate approach to education is something that could and should be directly addressed with all teaching staff, regardless of their career stage. In recognition of this, I have taught about compassion on another module of the MA in Academic Practice, and I hope to develop an additional module for this programme which would explore emotions and compassion in HE. A wider acknowledgement of the importance of emotion in education has gained more traction in recent years (Stupnisky *et al.*, 2019). As hooks (1994), one of the first to advocate for the emotional component of education, argues:

'The restrictive, repressive classroom ritual insists that emotional responses have no place. Whenever emotional responses erupt, many of us believe our academic purpose has been diminished. To me this is really a distorted notion of intellectual practice, since the underlying assumption is that to be truly intellectual we must be cut off from our emotions.' (hooks, 1994, p. 155)

A compassionate approach to educational development is a crucial way in which we can take a more holistic view of both ourselves as educators, and our students, refusing to accept the traditional and misogynistic privileging of abstract intellectualism over lived experiences of the emotions involved in learning and teaching.

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Teaching values: ethical and emotional attunement through an educational humanities approach

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Teaching is ethically and emotionally demanding. Yet, both of these aspects of practice are often overlooked in educational research and educational development. Therefore, although educational developers are required to

teach to particular values, such as the four values explicitly listed in the UK Professional Standards Framework (Higher Education Academy, 2011) or the Staff and Educational Development Association's Professional Development

Framework (SEDA, 2019), there are few resources to support them in doing so. This paper, based on a workshop at the SEDA 2018 conference entitled Values, Emotions, and Professionalism: an Educational Humanities Approach to Supporting Staff in Challenging Times, seeks to address that gap. I begin by taking a critical view of the values' statements available in the profession, identifying four main challenges in teaching those values. Then, I suggest an educational humanities approach. Finally, I illustrate with an example.

Challenges of teaching values

There are four main challenges educational developers face when teaching values. Briefly, *values are not just sets of rules*: we need to look to the underlying principles within prescribed rules of conduct. Yet, teaching someone else's values is ethically fraught because, ultimately, *values are internally generated and held*. If, instead, we focus on developing professionals' own values and identity, we still encounter practical challenges. Two or more internally-held *values can conflict in real life*, creating dilemmas that are not resolved by applying first principles. Internally-held values can also *conflict with the external requirements and constraints* of messy professional contexts. I briefly address each of these four challenges in turn here.

From rules to principles

First, values, as written in the UKPSF and (to a lesser extent) the SEDA PDF, are written as prescriptions for behaviour. Teachers in higher education (HE), for example, are supposed to 'promote participation in higher education and equality of opportunity for learners' (UKPSF Value 2) and to 'continually reflect on practice to develop ourselves, others and processes' (SEDA Value 5). As such, they imply a behavioural approach to teaching ethics, where values are seen as competencies to be acquired and demonstrated. Yet, values are not just sets of behavioural rules or even competencies.

Beneath these standards of behaviour one can discern broader principles, which sit more readily with a virtues-based approach to professionalism, rather than a behavioural approach (Irby and Hamstra, 2016). Principles or virtues common to both the UKPSF and SEDA sets of statements include valuing student learning, diversity and inclusion, and the educators' own further development through attention to scholarship. If we adopt a virtues-based approach, though, one might expect attention to even broader moral principles or concepts. For example, Macfarlane (2004) found when discussing written case examples of ethical dilemmas, UK university teachers often invoked principles of fairness, care and respect. Macfarlane's analysis is consistent with most of the literature in moral philosophy and moral psychology, which has also emphasised care and fairness. Recent research has sought to expand the moral domain to five main considerations (Graham *et al.*, 2011). Building on that five-factor framework, I recently demonstrated, for example, the importance of issues of respect for authority and tradition versus innovation as a moral concern in university teaching (Quinlan, 2019). This expansion brings decisions about curricular content and teaching methods into the moral realm.

Disciplines also have their own values embedded within

them. For example, humility underpins the UK's bioscience benchmark statement in its emphasis on the tentativeness and potential uses of knowledge (Quinlan, 2016a). If one treats values broadly as a judgment of what is important or 'right', most instructional decisions have ethical components. For example, whether one emphasises content knowledge or skills is a value judgment. Whether one chooses a written assignment or an oral presentation is also a value judgment about whether literacy or oracy is more important in that context.

External to internal values

Even if we focus on the values underpinning the statements in these accepted codes of conduct, the prospect of indoctrinating colleagues by requiring evidence that they embrace a set of externally-defined principles, is, itself, ethically fraught. Ironically, the imposition of rules and values developed by others can be seen as going against the very principle of respecting difference, not to mention academic freedom, that we are meant to model. Instead, the development of learners' own critical capacities, voice and authority are *sine qua non* of HE. Thus, an HE educator's imperative is that learners develop their own values or principles for what is important ethically in particular contexts. Insofar as values are a key component of one's identity, a process of values' clarification can help to build teachers' sense of identity, which in turn, guides them in interpreting events and making meaning of their work and lives (Akkerman and Meijer, 2011; Beauchamp and Thomas, 2009).

Conflicts between internally-held values

However, one quickly encounters another challenge with this virtues-based approach: principles often conflict in practice. Ethical dilemmas arise when there are conflicts between two or more potentially virtuous courses of action and both options have problems or obstacles (Shapira-Lishchinsky, 2010). For example, teachers at any level may be torn between caring for others (individual students, colleagues) versus following institutional rules, norms and procedures (Shapira-Lishchinsky, 2010). Teaching in HE presents different challenges from school teaching because academics typically enjoy greater autonomy in choosing what to teach (Quinlan, 2019). HE teachers, then, often experience conflicts related to how much to challenge students. While challenging students is valued, HE teachers worry that it may compromise inclusion of all students, dampen students' enthusiasm, or erode students' relationship with them (Scager *et al.*, 2014).

Conflicts between external mandates and internal values

Finally, although educational developers may be loath to impose values on colleagues, academics operate within various systems of accountability that impose their own value-laden policies, rules and reward structures. Thus, the UKPSF and the SEDA PDF are just examples of many kinds of external accountabilities within which university teachers operate and about which educational developers may need to instruct new colleagues. These external demands may or may not be consistent with an individual's personal values: just as dilemmas emerge when there are conflicts between two internally-held values, professionals may similarly experience conflicts between internal values and external demands.

For example, departments may impose standardised rules regarding extensions on assignments (in the interest of consistency), but a teacher may want to bend those rules to recognise exceptional circumstances (Macfarlane, 2004).

Grappling with the messiness of practice through case discussions

Given the challenges outlined above, we need to recognise the complexity of practice. Fenwick (2016), who studied professionalism from a socio-material perspective, showed how professionalism is context-sensitive and relative. Professional judgment requires integrating external and internal values to make decisions in particular situations about the impacts of different courses of action. Fenwick used the term ‘attunement’ to describe the kind of critical sensitivity and awareness that professionals need to work effectively within the messy world of practice. Attunement means using the whole range of senses to read, reframe and respond to the dynamics of practice as they unfold, sometimes in unexpected way (Fenwick, 2016). To attune to these dynamics, she advocates learners practise reading and responding to case studies of real-life practice where decision-making defies simple rules. While there is a thirty-year tradition of using case studies in teacher education, I propose to take that tradition further in two main ways, as described below.

Attuning ethical and emotional sensitivity

First, I use Fenwick’s (2016) concept of attunement to highlight the emotional dimensions of ethical cases. In fact, professionals’ dilemmas can be highly emotional (Rees *et al.*, 2013; Hargreaves, 1998; Quinlan, 2019). Emotions can serve as signals of our values because emotions are tightly connected with moral purposes (Prinz and Nichols, 2010). We only become passionate about things that we care about, whether that strength of feeling is frustration or anger when we cannot follow our moral compass, or excitement and pride when we are able to live our values and see those put into action. Attunement, then, involves building sensitivity to one’s own emotional responses to the dynamics of practice. Our emotions are part of our moral response system and can be used to help clarify one’s values and guide our actions.

An educational humanities approach

To help learners practise reading the emotional dynamics of practice and be prepared to negotiate those in the moment, teaching materials need to resonate emotionally and draw out emotional responses. For this effect, I propose we turn to the arts and humanities, as they have been used to enrich medical education. In medicine, concern about preserving the humanity, empathy, and moral reasoning of would-be doctors during medical education has, in the past 40 years, spawned the field of medical humanities (Shapiro *et al.*, 2009). Many medical schools have adopted modules that explore literary and artistic representations of medical practice and the experiences of doctors and patients. The underlying assumption is that the arts and humanities offer ways to support ethical and emotional sensitivity that help sustain caring.

Such courses offer opportunities for future doctors to

critically reflect on the profession they are entering, their own development and the kind of doctor they want to be (Shapiro *et al.*, 2009). Through greater attention to narratives, the medical humanities also open up alternative storylines for the profession (Shapiro *et al.*, 2009). In medicine, for example, the dominant narrative is that medicine is about ‘curing’ patients, with other outcomes seen as failure. Yet many diseases are chronic or terminal, making a ‘restitution’ narrative unhelpful. Instead, the medical humanities open up other possibilities. What if, for example, doctors saw illnesses as journeys and their role as guides on that journey? What if their job was, in part, to witness suffering? How would that affect the way in which they interact with patients in chronic pain? Dialogue between the arts and the humanities is particularly important because the arts expose tacit assumptions and stir emotions, while the humanities provide sustained, critical arguments in which those emotions can be subjected to critical reflection to yield new insights (Edgar and Pattison, 2006).

As university teachers are under parallel external pressures and challenges as doctors, teaching approaches from the medical humanities might usefully be brought into educational development.

An example of an educational humanities approach

In my 2018 SEDA workshop, participants discussed four poems from my book, *How Higher Education Feels* (Quinlan, 2016b), which includes 138 poems about learning or teaching in HE. The four poems selected for the workshop (The Canon by Joyce Kessel, p. 21; No by Janet McCann, p. 4; Talking Ban by Bonnie S. Kaplan; Low Level by Penelope Dane, pp. 12-13) were all written from a teacher perspective and referenced in a previous analysis of moral concerns of university teachers embedded in emotional episodes (Quinlan, 2019). Many of those can be viewed as ethical dilemmas in which values may conflict.

I have been using these and other poems from the book in discussions with new university teachers to help them attune to teachers’ and students’ emotions, to read between the lines, to identify values that underpin these dilemmas and, ultimately to read and reframe their own challenging teaching situations. Here I use the poem ‘Distance Education’ by Elizabeth Bradfield (Quinlan, 2016b, p. 144) as an illustration of those discussions:

*In Unalakleet and Gambell, my students,
teachers’ aides who need this class
to keep their jobs, learn this week that they must care*

*about the semicolon. More
than their properly punctuated sentences,
I want to read what stories
they tell themselves to make it matter.*

*I don’t know when the murre eggs
are ready for harvest or when
walrus meat tastes best.*

*Hard to care about the split
infinitive when ice storms,*

when past dues, when shore erosion.

I assign homework they don't do
because they had to take kids
away from fathers or because

cloudberry ripened in the bog.
I look at my spreadsheet of work done
and points assigned. The icon for its program
is green as new shoots of pushki. I fail them.

(Previously published in *Once Removed* ©Persea Books, 2015. Used with permission of the author and Persea Books.)

I typically start by asking colleagues to simply explain what is happening in the poem. Through group discussion, we typically surface multiple interpretations, which is advantageous. First, a single poem offers multiple case studies by varying the assumptions made in its reading. Second, teachers often don't have all the information and background when interpreting cases in real life, so it is good practice to question assumptions, consider multiple perspectives, and look for multiple interpretations.

I may present additional details from the author's biography or from looking up key words in the poem. For example, the author is a white American woman who currently lives in Massachusetts, but has studied and worked in Alaska. Unalakleet is a city of less than 700 people in remote, western Alaska, with a majority of American Indian/Alaska Natives who speak Inupiaq, an Alaskan Inuit language that is recognised as an official language of that state. The very names of the towns convey foreign-ness, whether we know where they are located or not. The fact that we may not know what murre are (birds, I assume) or pushki (a plant, I assume) is also vital to instilling a sense of distance between the teacher's (and our) context and that of her students. These details highlight the disconnect between the content (English grammar) and students' concerns (day-to-day survival). While this poem presents an extreme case of cultural differences between teacher and students, it can prompt us to reflect on the extent to which we share a culture and values with our students. What are the additional life-loads our students are carrying that interfere with their studies or make their studies seem irrelevant to their lives? What does that mean for our teaching?

We explore the competing values: keeping jobs, learning grammar, feeding families, looking after children, and how those competing values create educational dilemmas. We question what the teacher cares about most. Although she is teaching the semi-colon in a course students need to keep their jobs as teachers' aides, she says she is more interested in 'the stories they tell to themselves to make it matter'. What do we care about most in our teaching? Does that match our students' interests and concerns? How do we help students construct stories about how the content and skills we teach matter?

We can notice our feelings as we read the poem. Sadness? Frustration? Hopelessness? We can also look for clues to what we think the teacher feels. Empathy? Guilt? Are there situations we face in our own teaching that evoke these

same feelings? How are those feelings connected to our interpretations? How might these situations be reinterpreted, with different consequences for feeling and action?

I also prompt students to step back from the poem to put it into a broader context. The narrator is teaching a curriculum that is mandated for teachers' aides across a whole state, regardless of location. How important is it that teachers' aides and, therefore, schoolchildren in Unalakleet learn correct English grammar? Why? How important is correct English grammar in any of the teaching we do in the variety of subjects we teach? Why? Who does it serve? How? What are the alternatives? We can also question whether there are parts of the curriculum that external bodies require us to teach that we think are difficult to connect to students' immediate lives, needs and goals.

We pay particular attention to the ambiguity built into Bradfield's final sentence. What are the different ways of interpreting 'I fail them'? If students have not done the assigned work, they are unlikely to have met the assessment criteria and may be assigned failing marks. Or she may give them passing grades but still fail in helping them reach mandated learning outcomes. Perhaps she is set up to fail because the curricular mandate is not relevant or sensitive to the cultural context and backgrounds of the students in the first place. Thus she fails to teach them something that will improve their lives and the lives of children in their care. Perhaps the whole education system fails them. Perhaps the whole history of colonialism and American conquest fails them, and education is just an instrument of that system. We can also explore the emotional tone of the final line. Failure is usually emotionally laden in academic contexts. When have we felt the despair or frustration associated with failing our students? What are the aims that have been thwarted in those moments, and what does that reveal about the values underpinning our practice?

Conclusion

In this piece, I have shown how educational developers can apply an educational humanities approach, borrowed from the medical humanities, to support the teaching of professional values. I have demonstrated how educational developers can probe poems that contain dilemmas to reveal the ethical and emotional demands and conflicts embedded in practice, promoting ethical and emotional attunement. Such discussions enable teachers to practise recognising dilemmas, noticing their emotional responses to the dynamics of practice, questioning assumptions, surfacing alternative interpretations, and, ultimately, opening up alternative courses of action in their own practice.

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Elizabeth Bradfield reads 'Distance Education' at https://www.youtube.com/watch?v=0kYzZ2_EcLI

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Book Review

How To Be A Happy Academic

by Alexander Clark and Bailey Sousa
Sage, 2018



How To Be A Happy Academic by Alexander Clark and Bailey Sousa is definitely a 'Marmite' text. Having introduced what it has to say in several workshops, I discovered a number of colleagues who found the very title to be a bit 'cheesy'! And a raised eyebrow is warranted – not least because the authors conflate being happy with being successful. Having acknowledged at the very beginning that happiness is a difficult notion with a long philosophical history about its very nature, their very short introduction moves on to a much lengthier discussion about what it is to be a successful academic. In this they make a number of interesting and key points. Firstly, they argue, there is no

single path to academic success and individual academics must initially identify what success means for them. Secondly, they acknowledge many of the stresses that the contemporary academic faces in doing what they refer to as 'extreme knowledge work' – that an academic's engagement with teaching, research and having a wider impact in a more transactional environment, all contribute to academic staff having a higher burden placed on their shoulders than in the past. In this evidence-informed text there is good reference to sources such as the work of Professor Gail Kinman whose work on the health of contemporary academic staff is compelling.

So, thirdly, having invited each of us to reflect on what success means for us, the authors propose a framework to enable us to secure that success. This framework or model comprises a pyramid-like structure (Figure 1) where, at the pinnacle, one is invited to identify what the 'success' criteria are that are concomitant with our success. We then need to identify the priorities that will enable us to meet these criteria; in turn we need to explore the goals that need to be prioritised which will then enable us to get on the tasks to meet those goals.

Simple!

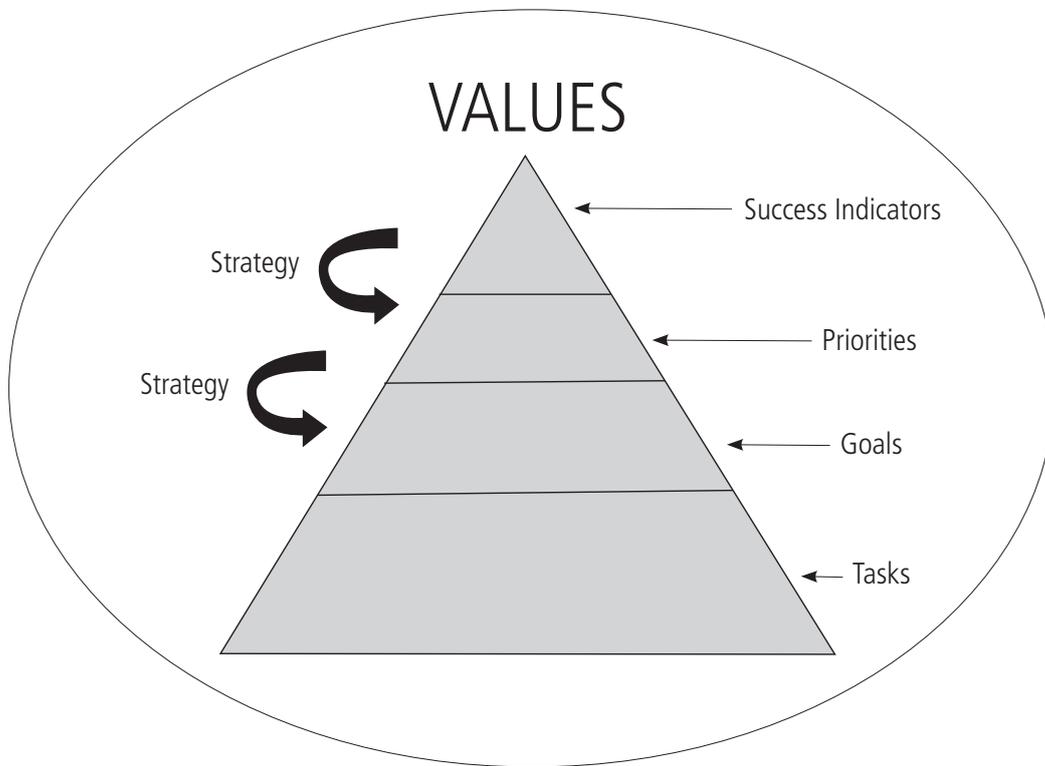


Figure 1 The Success Pyramid

As one can see, surrounding the whole enterprise is a consideration of what our individual values might be and how these inform being successful.

At the heart of their proposition is a notion of developing one’s academic core. This comprises creativity; human work and self-work; learning success, failure and the growth mindset;

influence, persuasion and connection; write anything better; and developing better habits and systems.

The remainder of the book is an exploration of these dimensions and how to be effective in achieving them. For example, they invite us to consider what ‘mindset’ we have in our work and suggest, following the work of

Carol Dweck in *Mindset* and others, that we might develop a ‘growth mindset’. Importantly, as the following table (Table 1) taken from the book shows, the authors themselves have a developmental mindset as opposed to arguing that the path from tasks to success criteria is a mechanical one.

<i>Domain of Academic Work</i>	<i>Growth Mindset</i>	<i>Fixed Mindset</i>
Intelligence, abilities, skills	Variable facets that can be improved	Fixed facets that underpin work
Intelligence and learning	Learning from all situations; intelligence can be developed	One can learn new things but intelligence is fixed
Goals and tasks	Seeks to learn from opportunities; efforts and results	Focused on outcomes, provides evidence, verifies intelligence
Career successes	Reflects openness and effort on right direction	Reflects ability, existing skills and intelligence

Table 1 The Academic Worker: Fixed vs Growth Mindset Perspectives (Clark and Sousa, 2018, p. 132)

There is much that is valuable in the ensuing chapters for the staff and educational developer – the importance of managing priorities rather than trying to ‘manage’ time, for example, and distinguishing between the urgent and the important (do the important before the urgent) – though it is surprising that they did not include

discussion of Brian Tracy’s ‘How to eat frogs’ (doing the most unpleasant task of the day first) or the usefulness of the Pomodoro technique (chunking tasks into bite-sized bits that take about 25-30 minutes). Similarly, there is a most useful discussion about the nature and practice of academic writing.

What this text attempts and largely succeeds in doing, therefore, is to meld academic work with personal development and I, for one, will continue to bring its ideas to colleagues’ attention.

Steve Outram is a higher education researcher and consultant.

How do we future-proof personal tutoring?

Dionne Barton, University of Birmingham

My interest in personal tutoring arises from my own experience across three HE institutions as a Personal Tutor and as an Educational Developer supporting staff in learning and teaching. In recognising the value of personal tutoring and the positive impact on the student experience, I chose this area as a focus for a Doctorate in Education (EdD). My EdD study is about exploring the perceptions of academic staff who are Senior Tutors or Personal Academic Tutors. A focus on the study is to find out what professional development and support staff have for personal tutoring, what development and support they feel is needed, and what this might look like in order to enable an effective and supportive personal tutoring system.

Personal tutoring is synonymous with teaching: if we think about the values and skills of an effective teacher, are they the same for an effective personal tutor? Attwood (2009, p. 33) states that personal tutoring forms the basis of ‘the intimate pedagogical relationship between students and academics that set UK universities apart from the rest of the world’. If we see personal tutoring as a form of teaching, then why would we not support and develop our Personal Tutors in the same way that we support our teachers?

This article draws on my research and explores what personal tutoring is and why it is important. It highlights the benefits for staff and students as well as how personal tutoring can be more effective with ideas on how Personal Tutors can be supported.

What is personal tutoring?

The term ‘personal tutoring’ can mean different things to different people, including students. Across the sector, including nationally and internationally, the personal tutoring role has various titles for example: Personal Tutor, Personal Academic Tutor, Academic Advisor, Academic Tutor, Academic Personal Tutor and Personal Development Tutor.

For the purposes of this article, I broadly define personal tutoring as activities where staff work in partnership with students to provide support, advice and guidance. United Kingdom Advising and Tutoring (UKAT, 2019) describes personal tutoring as:

‘A purposeful personal relationship with their advisor/tutor enables students to become autonomous, confident learners and engaged members of society. This ongoing and collaborative relationship connects students deeply to their institution, supporting them through their course and beyond.’

Why is personal tutoring important?

The landscape of Higher Education (HE) has changed and continues to change rapidly, with the increases in tuition fees, the introduction of widening-participation strategies, the introduction of a new regulatory framework for the sector

– the Office for Students (OfS) – and the launch of the Teaching Excellence Framework (TEF). Students are facing an increase in student debt, have the pressure of finding employment, and there is an increase in student wellbeing issues. Taking into account these changes and challenges, effective personal tutoring is becoming increasingly important, and arguably it is fundamental to the student experience (Lochtie *et al.*, 2018).

How can personal tutoring benefit students?

There is a wealth of evidence demonstrating that personal tutoring can really make a difference for students and enhance the student experience. Personal Tutors are important for nurturing belonging, which is critical for students, particularly in the first year of university (McFarlane, 2016). This support can help students in their transition from home to university (Small, 2013; Watts, 2011; Dobinson-Harrington, 2006). Personal tutoring helps to bring a greater sense of inclusion as well as facilitating engagement, improving achievement and happiness. It helps to create networks, celebrate success and support students where things do not go to plan, therefore supporting retention and progression. Personal tutoring has been identified as an effective way to improve student success in HE (Thomas, 2018).

Personal tutoring can aid:

- Student retention
- Academic support and development
- Pastoral support and progression (FitzGerald, 2014).

Students who have a positive relationship with Personal Tutors have a better understanding of the university and are less likely to think about leaving (Thomas *et al.*, 2017; Thomas, 2012).

How can personal tutoring benefit staff?

Importantly, personal tutoring also gives tutors the opportunity to engage with interesting and diverse individuals. Is there anything more rewarding than seeing tutee graduates pick up their award, being aware of their stories, and knowing that as a Personal Tutor you have made a difference to their experience at university?

At its heart, personal tutoring is about getting to know students. To observe students’ development throughout their course gives you a sense of pride as their tutor, and it gives you insights into individuals whose experience of life is likely to be very different from that of previous generations of student. It is a rewarding and valuable role (Ridley, 2006).

How can personal tutoring be more effective?

Institutions should have a personal tutoring policy

A university policy should contain the minimum expectations and benchmarks for both students and Personal Tutors.

Institutions need to clearly define the role of the Personal Tutor

We are supporting an extremely diverse profile of students with different backgrounds and varying degrees of disadvantage; this means that there are different expectations of the Personal Tutor role. Quite often the Personal Tutor role is poorly defined (Braine and Parnell, 2011).

Have a recommended maximum number of tutees per tutor

If institutions want an effective Personal Tutor system which benefits the student experience, tutors need to have a limit on the number of tutees they support.

Knowing students

A Personal Tutor should support a tutee throughout the duration of their programme if possible; this helps the tutor and tutee to get to know each other, and it encourages belonging and helps students to feel valued (Thomas, 2018). Students who are taught by their tutor and have the same tutor throughout their course are more likely to stay and succeed. Sosabowski *et al.* (2003) and Owen (2002) state that students should be allocated Personal Tutors that actually teach them for a substantial amount of time each year.

Establishing boundaries and expectations

It is important to establish appropriate boundaries and expectations for the role to create a positive and caring relationship (Gardner and Lane, 2010).

Use group tutorials

Using group tutorials can help students realise that they might be having the same issues as peers, as well as save time. They are good for sharing key messages and setting expectations. In addition, it can help promote study groups and peer support and feedback.

Use face-to-face individual tutorials

Students need to have the opportunity to see their Personal Tutor on a one-to-one basis to have a private discussion (Kandiko and Mawer, 2013).

Connect students to their peers

It is helpful for students to develop effective peer relationships. Tutors can support this by creating group-based learning opportunities and consider peer learning strategies in programmes, and supporting university-wide peer mentoring and peer-assisted study support programmes.

Timetable tutorials

It is helpful if tutoring is timetabled to increase student engagement, particularly at the beginning of a degree programme; it helps to see tutoring as an integral part of the curriculum. One size does not fit all disciplines, and there are different pinch points in courses and programmes for students. The programme and course team are best placed in terms of when is a good time to see the students; they know the needs of their learners. There are different needs for students according to the stage of study, e.g. 1st year, 2nd year *etc.*

Get support from colleagues

It can help to use a more experienced colleague to discuss

issues with and to learn from. This helps tutors develop but also enables issues to be shared (McIntosh and Grey, 2017).

Be aware of services and supports for students

Services around universities (or how they can help) are not always obvious to students, so it is useful for tutors to know what is available. In addition, these services can often help tutors (Ghenghesh, 2018).

Alternative ways of communication

We need to consider how we communicate; methods of communication are different, and the more traditional methods may be inappropriate for a generation of diverse students who are used to alternative ways to communicate (Tinto, 2006).

Explore a coaching model

Coaching has an important part to play in personal tutoring. It is about unlocking a person's potential to maximise their own performance (Whitmore, 2003). Incorporating coaching skills into tutoring practice could enhance tutor-student interactions and facilitate the personal and professional development of students.

How can Personal Tutors be supported?

It is important to develop the capacity of staff for the role of personal tutoring (Thomas, 2012). Tutors are expected to stretch and challenge students (Lochti *et al.*, 2018), and a diverse population of students requires more structured support (McIntosh and Cross, 2017). Many tutors learn through experience and talking to colleagues, and the lack of training for the role of Personal Tutor is a concern (Race, 2010). Staff want to feel supported and enabled to implement change and take a more student-centred approach (Thomas, 2012). This could be achieved through delivering induction, initial training and ongoing professional development, and bringing staff together from different areas/disciplines to share ideas, practice and explore common challenges. Suggestions for development and support follow.

Development and support

- Support for new Personal Tutors is important, as new tutors do not have the experience of experienced tutors (Small, 2013).
- New tutors would benefit from having either a senior colleague or a mentor to support them in the role (McFarlane, 2016).
- It is worth re-evaluating the continuous support needs of personal tutors.
- It is recommended that development for all Personal Tutors is on offer, focusing on more bespoke content, e.g.:
 - Supporting international students
 - Basic communication skills and relational strategies (Lindsay, 2011; Bell and Treleaven, 2011)
 - Knowledge and skills to support students effectively
 - Knowing when and how to refer students for further support
 - Coaching skills for Personal Tutors.

Reward and recognition

Given the importance of the personal tutoring role and its potential for impact on the student experience, institutions should recognise Personal Tutors in staff rewards and recognition schemes in order to raise the profile and significance of the role. Staff need to feel valued; they need reward and encouragement and ultimately for their role to be recognised and rewarded (Stuart *et al.*, 2019; National Union of Students, 2015; Thomas, 2012).

Conclusion

It is an exciting time in HE: as universities look ahead to the future needs of our students as well as the needs of our current students, the diverse backgrounds of today's students mean that the role of the Personal Tutor is more important than ever. The role makes a difference to the student experience and is a rewarding role for staff; it needs to be acknowledged that staff need to be supported, they need to feel valued, rewarded and recognised for this important role.

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Empowering curriculum leaders to innovate: An overview of an Integrated Curriculum Design Framework

Colette Murphy and Roisín Curran, Ulster University

As society questions the value of higher education (HE) (Sodha, 2018) and viable alternative education pathways develop (higher level apprenticeships, employer schemes and HE in FE provision), many HE institutions are reconsidering the role of curricula in preparing students for a global society where the jobs of tomorrow are yet to be defined. The transfer of knowledge and the acquisition of discipline skills are no longer sufficient to meet the challenges of the 4th Industrial Revolution. Instead, the future of work requires the development of 21st-century thinking capabilities and the development of human skills (World Economic Forum, 2016). Within HE, conceptions of curriculum can vary across an institution, disciplines, departments and within programme teams (Fraser and Bosanquet, 2006), hence a need for a shared understanding of curriculum which aligns to the institutional vision and strategic goals. At Ulster, our strategic priority for academic excellence is to:

'Provide students with a high-quality, challenging and rewarding learning experience that equips them with the knowledge, skills, and confidence to succeed.' (Ulster, 2016)

To support this strategic priority, we recognise a developmental need for our academic community to build capacity for curriculum design and academic excellence. In response, we have developed an Integrated Curriculum Design Framework (ICDF) (Murphy and Curran, 2018). The framework's overall aim is to empower programme teams to proactively design, develop and deliver an holistic, innovative, flexible and relevant curriculum for our learners, industry and economy.

It was decided that the framework would be best implemented through the established system of approval of new courses (Evaluation) and the periodic review of existing courses system (Revalidation). Based on the Quality Assurance Agency's (QAA) advice and guidance for course design and development (QAA, 2018) and our internal quality assurance and enhancement strategies, the objectives of the framework are to:

- Maximise the quality 'enhancement' aspect of the evaluation and revalidation process which can sometimes be secondary to the quality assurance requirements
- Facilitate a 'shared understanding of curriculum' across the Institution
- Build an appreciation that 'learning design' is a 'required' skill for academic staff that requires dedicated time for contemporary and unique designs
- Foster a culture of innovation, creativity and continuous

reflexivity and improvement for curriculum design, development and delivery

- Ensure the revalidation and evaluation process produces programmes of learning that are responsive to regional economic growth, the needs of industry and prospective students
- Effectively utilise and align the services of professional academic-related departments by integrating their support and advice at timely and relevant touch points during the programme (re)design process.

Defining curriculum

In order to move from just a knowledge-based and skills-based curriculum to one that also develops the 'human-being', we drew on Barnett and Coate (2005) who produced a schema for understanding curricula (Figure 1). What is useful about this is that it 'recognises that curricula have distinctive but integrated components, as well as allowing for different weightings of each domain within any one curriculum' (p. 70).



Figure 1 Curriculum schema (Barnett and Coate, 2005)

The Being domain encourages us to reflect on how our curriculum develops the 'human-being', their sense of self. Emphasising the being domain in curricula enables our students to confidently know their unique values and their purpose, empowering individuals to contribute to their community, society and industry. Key questions for exploration for course teams are – what are the core behaviours and personal attributes that need to be integrated into curricula, guided by the discipline context?

The Doing domain encourages us to reflect on how our curriculum facilitates the 'thinking' and 'practising' of a

discipline graduate. The integration of the doing domain in the curriculum ensures the development and mastery of not only discipline-specific skills but enables the exploration of the 21st-century competencies and attributes that should be progressively developed across programme levels.

The Knowing domain, although heavily present in our curriculum content, encourages us to reflect on articulating and developing the information literacy skills students require to find and evaluate quality information and, most importantly, how can we facilitate the construction of new knowledge (Hagel and Seely Brown, 2017).

Curriculum design

The ICDF encourages an active, blended and enquiry-based pedagogy. Active learning and enquiry-based learning naturally focuses on the students' 'doing', and fosters problem-solving, innovation, creativity, research skills and the co-creation of new knowledge (Chu *et al.*, 2016), while enabling our students to develop, practise and master 21st-century skills and attributes (the 'being'). We envisage that active and enquiry-based pedagogies will provide our academic community with flexibility and autonomy to extend and enhance their learning design practice, while the blended approach facilitates the flexibility desired by students.

Knowledge will still play a fundamental and integral part of curriculum content and we encourage academic teams to incorporate their current research and scholarship in their disciplines into their module design through the refinement of reading lists, and learning activities that encourage learners to become active participants in collaborative research discussions, and undertaking enquiries and research.

Integrated curriculum design

Over the past two years, connections and partnerships have been strengthened between professional departments, led by Ulster's Centre for HE Research and Practice (CHERP). This has enabled the effective alignment and integration of professional services' expertise and skills to provide timely, relevant and defined support to teams through the curriculum design process.

Unique to ICDF is the integration of curriculum themes, as seen in Figure 2, in programme and module design through appropriate active pedagogies. This promotes true integration rather than a bolt-on solution that can have limited and unsustainable effectiveness.

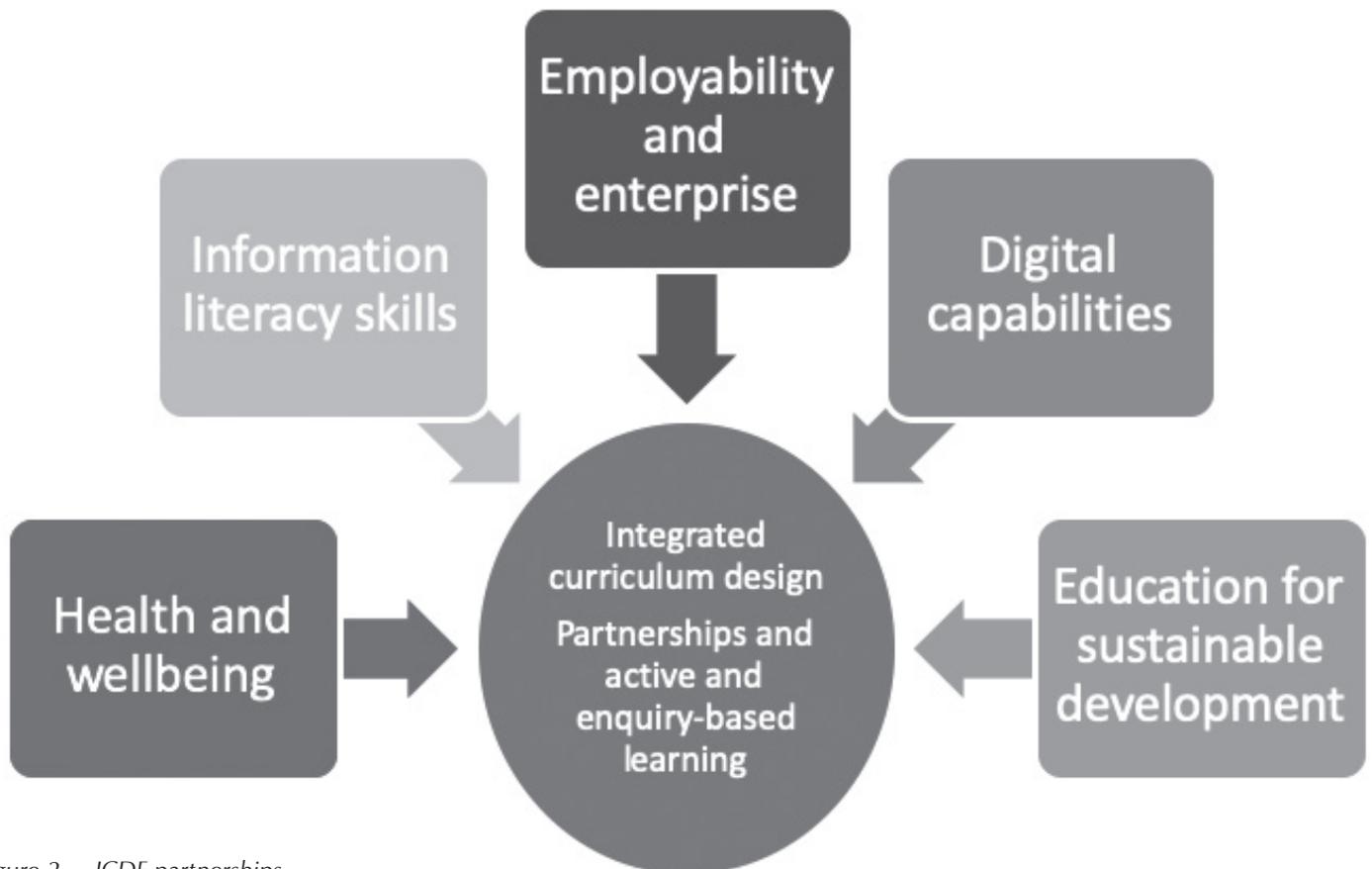


Figure 2 ICDF partnerships

Employability and enterprise

Active-based pedagogies facilitate the Knowing, Doing, Being and this provides an effective learning environment to prepare and develop our learners' mindsets and behaviours and their personal capabilities for the future of work. It prepares graduates with a relevant skillset to succeed in a competitive global economy or ignites entrepreneurial

endeavour through employment or self-employment. For example, Employability Curriculum Consultants at Ulster co-create employability roadmaps with programme leaders, ensuring employability is embedded within the curriculum and students are supported with access to impactful co-curricular and extra-curricular opportunities.

Information literacy skills

Information literacy skills are a core enabler of all enquiry-based learning approaches. As learners learn to ask the right questions to define problems, they need to search, find, evaluate and solve questions. For example, to synthesise multiple sources to extend their knowledge base and to create new knowledge, Faculty Librarians co-create a personalised information skills strategy for each programme, aligning their Information Literacy Skills Framework into relevant modules across the programme levels. Embedding literacy skills into programme and module design enables our learners to progressively develop their research, enquiry skills and techniques (Healy and Jenkins, 2009).

Digital capabilities

At Ulster we aim to provide our learners with the confidence to discover and utilise digital tools, services and platforms. During their programmes of learning, learners will develop and master their digital skills through personal learning tools, collaborative and communication platforms, digital creation tools and information, and data and media literacy skills (Jisc, 2017). Programme leaders in consultation with learning designers explore and articulate new technologies or innovative modes of delivery and study, including those which offer flexibility to students.

Education for sustainable development (ESGs)

We aim to foster 'Global Citizens – who are central to

building a safer and more sustainable future'. When designing curricula, we aim to design activities that challenge and inform our learners' awareness and values of sustainable development, so empowering them to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for both present and future generations, while respecting cultural diversity.

Health and wellbeing

To support the effective implementation of Ulster's Student Health and Well-being strategy, course teams are encouraged to co-create a wellbeing strategy for the programme to increase student engagement, empowerment and resilience. Teams must define how programmes of learning design an ethos of community building, staff-student partnership, and sense of belonging. This is explored by course teams in partnership with Ulster's Students' Union (UUSU) to design induction processes for each level that support transition in, through and out of HE, promote engagement with UUSU and support discipline-based societies and community projects.

Students' union

UUSU has been involved at the approval events of programmes for some time. In keeping with a 'students as partners' ethos, students and officers are involved in the review of programmes and modules and the co-creation of module designs and assessments.

The Integrated Curriculum Design Framework (ICDF)

Each phase of ICDF is flexible and facilitates the integrated curriculum design process (Figure 3).

Based on project management methodologies, phases one and two are process-driven, with defined inputs informing

the design process that generate expected outputs and programme artefacts by an agreed timeline. The project timeline ensures resources are allocated for the effective design of programmes and the evaluation/revalidation documentation.

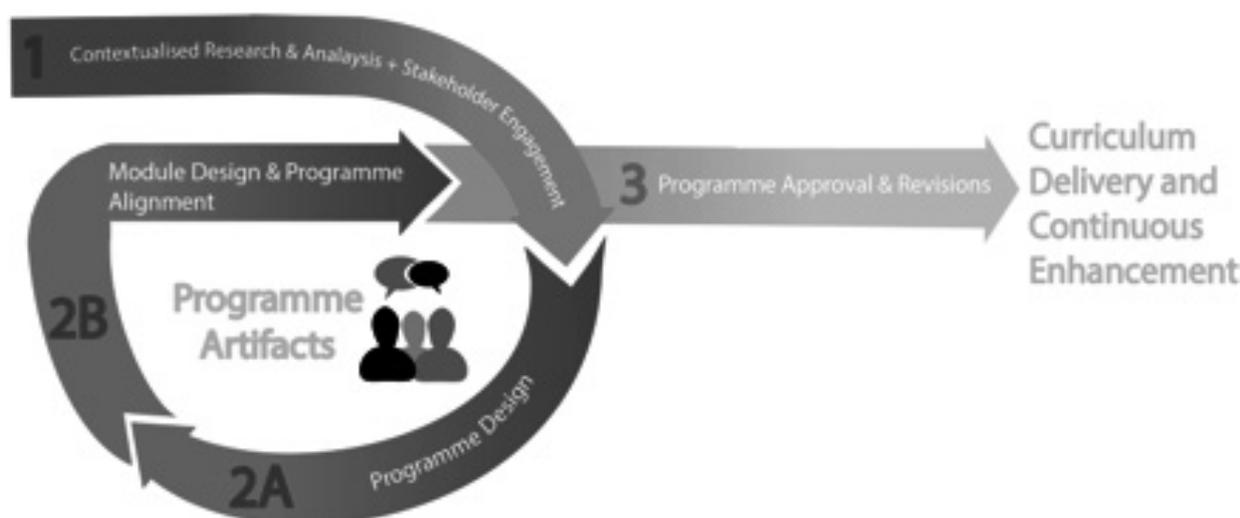


Figure 3 Three phases of the Framework/Integrated Curriculum Design

Phase 1 – Contextualised research and analysis and stakeholder engagement

Contextualised research and analysis essentially involves desk-based research which encourages curriculum leaders to critically reflect and self-assess the curriculum experience and make use of reference points (Figure 4) and expertise from outside the programme, to refine, refresh or re-invigorate their programmes holistically as required. Reference points may differ depending on the subject area and/or nature of the programme. Course leaders are expected to report on contemporary and innovative industry practices, pedagogical and technological advances, transdisciplinary research and practice and interpretations of course and learner data analytics.



Figure 4 ICDF contextualised research reference points

Phase one also guides programme teams to garner the opinions of experts and stakeholders from outside the programme – staff, students, alumni, employers, industry and professional, statutory and regulatory bodies (PSRBs) – to co-create a coherent fit-for-purpose curriculum. Guided by peers at Ulster’s Employability and Careers and Students’ Union, a personalised variety of stakeholder exercises is agreed with course leaders, which may include focus groups, surveys, and/or face-to-face curriculum design workshops with employers/service users, etc.

Phase 2A – Programme design and development

In phase two, course leaders are challenged with (re)-designing a programme that incorporates and is shaped by the innovations and changes summarised from findings in phase one. Design conversations and developments include the refinement of the programme structure and sequence of modules of learning, the programme’s philosophy, and the programme strategies for teaching, learning and assessment, student health and wellbeing, employability and enterprise, digital and information literacy skills along with the programme specification.

Phase 2B – Module design and programme alignment

Once the vision of the programme (re)design is articulated in the Programme Design Commentaries, curriculum leaders are in a place to brief and influence the module co-

ordinators of the design principles and parameters to guide their module design(s). Module co-ordinators are provided with detailed guidance and a ‘Module Design Toolkit’ enabling them to redesign active, blended and enquiry-based modules. Once the distributed module design is completed, all team members need to align their modules of learning to key course artefacts, such as the Programme Level Learning Outcomes Map, Assessment Schedule, etc.

Developing a programme from the initial design is a creative and iterative process. As the programme takes shape, consideration and adjustment of philosophy and aims may take place. It is important at this stage that all team members revisit the programme structure diagram with the developing modules to ensure that the programme is coherent, progressive, maps to internal and external reference points and considers all dimensions of curriculum: knowing, doing, and being. It is expected that at the end of this stage the programme team will have produced outputs/artefacts that can now be considered by internal/external reviewers.

Phase 3 – Programme approval and revisions

The Academic Office is responsible for standards assurance arrangements in respect of the initial approval and revalidation of the University’s award-bearing programmes of study. At Phase three, a panel (made up of internal and external experts) is expected to conduct a critically constructive and independent assessment of the provision within the unit. At the end of the meeting, the Chair of the panel reports to the (Associate) Dean, Head of School and the revalidation unit co-ordinator the panel’s conclusions and recommendations, minimum and maximum cohort sizes, and any conditions of approval.

Continual professional development

The ICDF supports academic teams to become designers of active-based learning solutions. This is developed through CHERP-facilitated workshops that support the development of revalidation/evaluation products while providing relevant and effective continual professional development. A collaborative platform, utilising MS SharePoint, hosts a range of toolkits and resources to ensure a consistent delivery approach across the Institution. This also includes ICDF Workshop material targeted at curriculum leaders approaching revalidation within the next 6-12 months.

Programme leaders participating in the workshops who wish to gain 30-credits for their professional development can complete work-based assessments for a Level 7 module, Leading Team-based Curriculum Design, a module of Ulster’s Master of Education (MEd) programme.

ICDF implementation and evaluation

Using ICDF to underpin a CPD module, Shaping the Curriculum, we witnessed how the framework was changing mindsets on the purpose of the curriculum. With over 40 participants coming from a wide range of discipline areas – on day one, a question was posed: ‘How do you conceptualise curriculum?’ 95% responded ‘the structure and content of a subject/programme’ with only 5% viewing it as ‘a dynamic and interactive process of L&T’. At the end of the module, the same question was asked and 88%

responded that they now conceptualised curriculum as a dynamic and interactive process of L&T.

Additional feedback from participants included:

- ‘Very useful and will help me to design modules in the future’
- ‘Confidence building – helped overcome “imposter syndrome”’
- ‘All was useful, in particular how to design a module, what skills are to be considered for our students to have better employment chance’
- ‘A new way of thinking about the module learning outcomes and assessment practice’
- ‘Constructive support for designing a module’
- ‘As a result of undertaking the course, my approach will be much less document focused and more curriculum and student learning focused’.

In addition, we worked with one subject area using ICDF to support the team’s curriculum design process over a six-month period. After the revalidation event the team received the following commendations from the panel:

- 1) Level of student support offered, through staff/student engagement and very approachable staff
- 2) Innovation clearly demonstrated through the course design process
- 3) Strong business links and relationships carried into learning and teaching processes
- 4) Unique offering in the marketplace
- 5) Innovation and variety of assessment
- 6) Clear co-operation demonstrated between staff to ensure modules clearly linked
- 7) ‘Employability journey’ clearly articulated and strong support for students through that journey.

Embedding ICDF and conclusion

These findings give us a strong indication that conceptions of curriculum can vary across an institution, and that engagement with ICDF is an enabler to changing mindsets in relation to curriculum design which paves the way for an integrated inclusive approach to L&T. In order to embed the phases of ICDF in curriculum design practice, it was necessary to revisit the documentation required at revalidation, which often focuses behaviours on the production of large amounts of text rather than the process of curriculum design. In June 2019, following a period of consultation with internal stakeholders, changes were approved by the University to the Course Evaluation/Revalidation Headings (the formal document submitted for phase three). This now fully aligns to ICDF phases one and two and in addition we provide a template (with guidance) which revalidation leads can use when compiling their summaries.

For further information about ICDF please contact Colette Murphy (c.murphy1@ulster.ac.uk) and Roisín Curran (r.curran@ulster.ac.uk). Project website: <https://www.ulster.ac.uk/cherp/academic-development/icdf>

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Exploring the evidence of influence of Postgraduate Certificates in Teaching and Learning on participant practice

Carole Davis, Solent University and **Antony Aleksiev**, University of West London

Introduction

The aim of this research was to explore the impact on participant practice of taught programmes in teaching and learning development. We focused on the first 15-credit module of a PGCertHE in a research-intensive university, specifically examining the effects on practice during, and importantly also after, educational development interventions.

Background

The professional developmental strategy for new academics has traditionally been to undertake an accredited programme such as a PGCertHE or equivalent (Gosling, 2009), but institutional preferences may have begun to shift more recently towards a hybrid developmental model that focuses on HEA Fellowships.

Any evaluation of the effect of such accredited programmes is usually undertaken at or soon after they end, and normally includes participants who are in the early period of being appointed to their first academic role. Concentrating solely on this group of staff in the literature gives the impression that everyone else is performing well and has no need of development and support. We suggest, however, that the evaluation emphasis should fall on the long-term outcomes, and should look beyond 'early career' academics.

As academic developers involved for a combined total of over 20 years in the delivery and evaluation of taught programmes, we found that, while the end of programme evaluations was generally positive, they indicated a need for focusing on 'learning by doing'. This points to the findings of Prosser *et al.* (2006) and Knight *et al.* (2006) that professional development is influenced less by formal programmes and more by 'being on the job' and 'doing the job'. Kugel (1993) describes the informal stages that teachers move through in their development. In observations of new teachers, he found evidence of their abilities developing through five separate stages, referred to as 'own role, subject, student activity, student as learner, and student independence'. Although these conclusions were based on a limited number of informal observations, they resonated with our personal experiences. It was affirming to see how this framework was replicated in our dealings with academics. With that in mind, we redesigned and repurposed the existing programmes to focus on practice-based, competency-oriented teaching and learning that involved ongoing reflection on participant practice.

Our Postgraduate Certificate in Higher Education portfolio

From the perspective of many stakeholders, the Postgraduate Certificate in Academic Practice (PGCAP) we inherited in 2016 was not an appropriate qualification for a number of staff who taught and supported learning. The programme was aimed at participants who were on a 'full' lecturing contract that included administrative, research and other academic duties alongside teaching.

However, the university had a growing number of staff whose contracts were not like this, for example Teaching Fellows, Clinicians or Professional Services staff, who actively supported teaching and learning. Our Postgraduate Certificate needed to respond to those changes and provide developmental opportunities for those new types of staff. We introduced therefore a second PGCert – Learning and Teaching in Higher Education (PGCLTHE) – aimed at and offering an HEA-accredited qualification to colleagues who fell outside of the traditional lecturing roles.

We offered September and January intakes to both taught pathways and had a combined average uptake of 75 participants per intake. Improvements in the programmes came from a 2017 curriculum review, our external examiner, and participant feedback, suggesting the following changes:

- The assessment load, variety and authenticity
- Increasing the practice-based learning on the programmes
- Introducing more discipline- and participant-tailored learning.

The two programmes shared the first, 15-credit module, 'Learning and Teaching in Higher Education', which comprised six theme-based seminars, including a formatively assessed microteaching activity in interdisciplinary groups. The evidence-based session design for the 15-minute microteaching made the first of two summative assessments on the module, the second being a reflective account on the experience, outcomes and feedback from peers and an observer (the tutor) on the microteaching session.

The module introduced participants to the principles of learning and teaching derived from educational psychology, educational theory and research, and provided ample opportunity to critically examine and apply – in simulated tasks – these principles to practice. The content was structured around OPAR (Orientate-Present-Apply-Review): a constructivist model of teaching and learning design (Petty, 2009), which has proven effective for developing

competencies for planning and designing for active learning on modules and programmes of this kind.

This module was followed by another 15-credit, one-semester, module, 'Learning and Teaching in the Discipline', which focused on the application and adaptation of the principles from the first module into the disciplinary context (and involved teaching observations to showcase that application).

The concluding, two-semester, 30-credit module, 'Developing Academic Practice' (or its PGCLTHE equivalent – 'Enhancing Learning and Teaching'), comprised components on curriculum design of face-to-face and online teaching and learning; aspects of academic practice, e.g. developing research and public engagement (or advanced teaching and learning topics, on the PGCLTHE); and an action research project written up as a journal paper or a grant proposal to the institutional internal learning and teaching grants scheme.

The research

In 2018, our small-scale piece of mixed-methods research sought to explore and understand the experiences of participants on our taught programmes in order to understand how they make an impact on participant teaching practice and what push/pull factors may either facilitate or hinder the impact.

We also sought to investigate how participants decide what aspects of their teaching practice to develop and what they felt were the perceived barriers and enablers to their implementing that development. We examined also how programme participants thought about evaluating the effect of the changes they had made to their own teaching practice based on what we had taught them on the programme.

The participants came from academic schools of all three university faculties: Medicine and Dentistry; Science and Engineering; Humanities and Social Sciences.

Data collection methods

Our mixed-methods approach to data collection aimed for both quantitative and qualitative data. The research was led by staff who were not directly involved in teaching and assessing on the module.

We developed the 'Teaching and Learning Self Reflective Practice Questionnaire' to capture evidence concerning teaching practice, problems within teaching practice and possible solutions, the perceived role of Educational Development in developing teaching practice, as well as the push-pull factors at work affecting the development and improvement of teaching, learning and assessment practices by our programmes' participants.

It included a number of questions aimed at understanding individual approaches to teaching and the role Educational Development might have in supporting/facilitating behavioural and attitudinal change together with the impact on their own student learning experience. Questions were both closed and open-ended with a Likert scale used for the former so participants could record their responses.

We deployed the questionnaire at the beginning (pre-),

middle and end (post-) of the module. At the end of the module a representative sample of participants from different schools and faculties were approached for an interview that aimed to glean a deeper understanding of the influence the programmes had had on participant practice.

The data from both the questionnaires and the interviews were coded and thematically analysed in order to address our primary research question about the impact of the PGCert on developing teaching and learning practices.

Findings

Forty-six participants completed the initial pre-module questionnaires. There were 23 interim questionnaires, *i.e.* 50% of those who completed the initial questionnaire, and 23 post-module questionnaires. The 50% reduction in questionnaire completion rate did not significantly impede our data collection. We conducted seven interviews with participants from across the three faculties.

Participant perspectives at the onset of the module

In this pre-module questionnaire participants recorded their teaching experience to date and what they hoped to gain from the programme. This provided baseline information about aspirations and motives. The type of teaching the participants were primarily involved in varied enormously. It ranged from lectures, seminars, lab demonstration and research supervision, to tutorials, on-the-ward medical teaching, OSCE examining, problem-based learning and simulation teaching.

What they hoped to gain from undertaking the programme in terms of new knowledge, skills and understanding fell into three main categories which were:

- 1) Theoretical underpinning so they practised in a more conscious, less tacit, way:

'Hope to gain more of a theoretical underpinning to my practice which has just evolved in an ad hoc manner.'

'I hope to gain a better knowledge of pedagogy and some formal theory on which to base my teaching.'

- 2) Expanding their practical repertoire:

'Improve my teaching skills, specifically how to manage my time efficiently when planning seminars.'

'I would like to improve the feedback I give my students.'

- 3) Changing and reassuring self:

'I hope to make myself more confident and relevant.'

'Understanding if I am doing OK.'

It could be argued that 1) and 3) are interlinked because participants are beginning to recognise that teaching and learning in higher education has its own body of theoretical knowledge, as all subjects do. The majority of participants saw their role as teachers as characterised by being 'facilitators', 'helpers' and 'guides':

'What is my role as a teacher? To be egalitarian and prompt empowering responses.'

The perception appeared to be that good teachers brought out what was there by creating the right conditions. The term 'facilitator' came up frequently in the qualitative comments and intrinsic to this was an acknowledgement by some that students had their own agency as exemplified by the following remark:

'As a teacher I can show them the way but they have to walk that way.'

Whilst the majority of the participants expressed a preference to be taught in subject-specific seminar groups given a choice, this was not a strongly held view at that point. Some made a connection between better teaching and better student experience whilst others appeared to be operating a deficit model and viewing the programme as helping them correct what was missing.

There was a clear difference in responses between those who had chosen to undertake the programme and those with a contractual obligation. The former group saw it as an opportunity to further their career and possibly obtain a job in academia. The latter group sought to take a pragmatic view and articulated specific skills and knowledge they intended to acquire whilst worrying how they would manage attendance and the assessment alongside other responsibilities.

Participant perspectives at the interim stage

The main shift in practice at this stage appeared to be an increase in self-awareness which altered how participants thought about teaching and managing the learning environment. This ranged from placing a focus on planning: 'I think more about how I am designing each session i.e. what I am trying to achieve in terms of learning outcomes', to a more student-centred approach: 'putting students at the centre of learning...focusing on active learning', and illustrating it with concrete examples: 'I have started to evaluate student learning in situ through using Mentimeter, Kahoot, getting them to summarise key concepts at the end of the session'.

The term 'active learning' featured extensively in the qualitative comments and this was something which had not really featured amongst the 23 participants when they had completed their pre-module questionnaire. It wasn't restricted to them simply using the term, they were able to give concrete examples of how they had applied it.

A key conclusion drawn from the interim questionnaire was that for the majority of participants change did not happen overnight and that implementing new tips and techniques was not always easy:

'Tried different things...Using different approaches.'

The responses correlated with our programme philosophy which encouraged participants to learn from their mistakes:

'Brilliant in helping me understand why mistakes had happened previously.'

There was evidence of influence in how theory was beginning to be embedded in teaching practice:

'Concept of strategic learning whilst seems obvious now was a revelation.'

'I have come back to teaching after 4 plus years away and it's been really, really useful to get a solid theoretical base to teaching methods – boosts confidence. Really useful for sharing ideas and solutions to challenges.'

Participant perspectives at the post-module stage

A pervasive and recurring theme when looking retrospectively at impact on practice which we noted in post-module questionnaires was encapsulated in the following quote:

'Theory helps but most useful is practical.'

We also started to see an emergent concern expressed by some participants:

'Active learning is way forward, but with some reservations as some international students neither enjoy nor welcome it.'

This was explored further in the interviews. Whilst it can be argued that the programme had been effective because participants were not accepting theories without question, this felt sufficiently significant for us to reflect on. Some responses suggested that there is a need to consider how they can support students who find active learning challenging and don't value it. There was a strong suggestion from several participants that the course team did not spend sufficient time considering the implications of active learning for different student groups. The importance of networking and meeting others from other disciplines and other faculties was valued as illustrated by this quote from a participant teaching dentistry:

'Useful to see techniques used in other disciplines i.e. humanities and social sciences.'

Frequently when looking retrospectively participants articulated two key areas which had positively influenced their teaching. The first focused on practical techniques:

'The experience of thinking through a teaching plan has been useful...also the experience of aligning objectives with teaching and learning activity was very useful.'

'To make the sessions interactive and I now understand the importance of reviewing learning.'

'I now present information in a better way.'

The second was around the opportunity the programmes provided in shaping their identity as an educator and to consider what kind of teacher they were:

'I have moved away from a one size fits all approach and now adapt my teaching to my'

students' needs without moving away from the content.'

'I am changing the way I teach tutorials now I am more aware of what I am doing...definitely more inclusive.'

'I undertook this programme to better prepare medical students for clinical practice. I am now functioning more as a facilitator than a foundation of knowledge which is much more helpful to them.'

Outcomes and recommendations

While our results should be interpreted cautiously, given limitations concerning the single module and semester over which they were generated, and the small participant sample size, they reveal a number of trends.

PGCertHEs appear to:

- Increase self-awareness of how one plans to teach
- Shift focus towards student-centred practice
- Result in greater implementation of active learning in teaching
- Increase the likelihood of making often significant changes to teaching practice and taking risks, while acknowledging these may take time to succeed and are not easy
- Increase participant confidence overall in the practice of teaching.

A particular 'hidden' outcome of the design of our PGCerts, at least partially responsible for some of the areas of impact listed above, was the 'learning from failure' that participants experienced through the programme's peer-learning, practice-based model of delivery.

At the same time, our participants overwhelmingly agreed that a large part of their professional development came from 'doing the job' and 'being on the job', and that while they learnt well on the programme they did not have sufficient agency to apply it as much as they wanted into practice. We suggest that this was less of a shortcoming of the taught programmes and more a product of lacking a supporting infrastructure accompanying the programme.

Such infrastructure tends to be characterised by the following:

- 1) In-work mentoring
- 2) Opportunity, freedom and recognition for transferring what is learnt on the programme into a participant's teaching practice
- 3) Time allocation for the learning of teaching and learning, attending the programme as well as studying alongside it, through reflection and evaluation on practice and other more or less formal learning opportunities.

In our experience, including from the programmes we discuss here, staff often have to engage with a taught programme after they have started to teach and routinely whilst they teach. When supporting infrastructure – normally related to their place of work: the department, school – is not in place this inevitably restricts the learning. It was not

uncommon in our context to find a single mentor expected to support all staff in their school (often in the tens of participants). The importance of mentoring within academic departments, informal learning opportunities and broader continuing professional development must be recognised and appropriately resourced.

Our plan is to continue to explore the evidence of impact of PGCerts longitudinally. We are fascinated by what we find and should like to dig deeper.

Acknowledgements

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- Carole Davis** (a sociologist) Head of Academic Development/ Associate Professor in the Warsash School of Maritime Science and Engineering, at Solent University, and **Antony Aleksiev** (a scientist) is a Senior Lecturer in Higher Education Research and Practice in the School of Higher Education Studies, at the University of West London.

SEDA Professional Development Framework

Congratulations to the Queen's University of Belfast and Universidad del Norte, Colombia who have recently been recognised to provide SEDA-PDF accredited programmes.

For more details of SEDA's Professional Development Framework, see www.seda.ac.uk/pdf.



Re-inventing the university: An interview with Mike Neary

Steve Outram, Higher Education Consultant

Mike Neary is Emeritus Professor of Sociology in the School of Social and Political Sciences at the University of Lincoln, where he had a number of roles, including being the lead for Lincoln's celebrated 'Student as Producer' initiative.

Prior to taking up his appointment at Lincoln, Mike taught Political Sociology and the Sociology of Crime and Deviance at the University of Warwick from 1994 to 2007, and was Director of the University of Warwick's Reinvention Centre for Undergraduate Research, a HEFCE-funded Centre for Excellence in Teaching and Learning, between 2004 and 2007. Before becoming an academic he worked in youth and community development in South London. He is a National Teaching Fellow (2007) and Principal Fellow (2016) of the Higher Education Academy. Mike was made honorary life member of Lincoln Students' Union for his work with students in 2014. He is the Chairperson of the Interim Academic Board tasked by the Co-operative College, Manchester, to establish co-operative higher education in the UK.

Mike, thank you for your willingness to be interviewed for Educational Developments. Can I start by asking you what motivated you to take an interest in learning and teaching development whilst you were an academic at Warwick?

I had worked in youth and community development in South London in the 1980s and early 1990s, during the period when Thatcherism was wreaking havoc in working-class communities. Together with colleagues and the young people, we established projects that attempted to ameliorate the worst effects of unemployment and develop alternatives to waged work. The work I was involved with on the projects formed the basis for the PhD I was doing part-time at Warwick while I was working in South London. My PhD used critical theory to review government policy on youth employment. Critical theory is a form of thinking that seeks to 'liberate human beings from the circumstances that enslave them'; rather than simply understanding or explaining the world, the point is to change it. Critical theory aims to restore Marx's writings to their revolutionary essence, against orthodox Marxism and liberal social theory, both of which rely on state-centric models of social development and the glorification of endless work. I got the job as a Lecturer in Sociology at Warwick in 1994. I took critical theory and some of the project ideas I had been working on in South London into my teaching practice. I set up a project with the Coventry Probation Service and students on my crime and deviance course: young offenders would spend time at the university working with students as mentors. I set up a co-operative enterprise with students, Furthering Knowledge of Undergraduates in the Community (FKUC), where students promoted the benefits of community learning to other higher education institutions. I got involved with some of the education development work already going on at Warwick, notably the Undergraduate Research Student Scholarships scheme, where students were funded to

carry out their own research projects, led by Glynis Cousin. I was seconded for three years to the Centre for Sociology, Anthropology and Politics, part of a network of support for teaching and learning in higher education, where academics from every subject discipline – each subject had its own centre – would support colleagues to develop their pedagogic academic practice. It was working with the subject centre network that connected me to colleagues and students across higher education in the UK, so I could support them and learn from them and develop my own practice and ideas.

Could you tell us a little more about the Warwick Reinvention Centre for Undergraduate Research – what it set out to achieve and what impact it had?

The Reinvention Centre for Undergraduate Research was funded by the Higher Education Funding Council for England from 2004-2009, as part of the Centre for Excellence in Teaching and Learning programme. The Reinvention Centre was a joint project between Warwick and Oxford Brookes universities. The project built on the pioneering work that had already been going on at Warwick and Brookes in terms of research-engaged teaching.

The Reinvention project was awarded £3 million to support undergraduate research as a key aspect of curriculum development and research practice across the two universities. We did this through funding academics to develop their research-engaged teaching programmes, awarded grants to students to carry out research projects, as well as hosting conferences and other events. We also set up an undergraduate research journal: *The Reinvention Journal for Undergraduate Research*, as a multidisciplinary journal. The journal has now developed into a highly respected international journal for student research: https://warwick.ac.uk/fac/cross_fac/iatl/reinvention/.

The Reinvention Centre was successful in having the idea accepted that undergraduate students have a role to play in the research project of universities. When the funding for the Reinvention Centre at Warwick came to an end, the university established the Institute for Advanced Teaching and Learning, based on the work that we had done. The Institute has retained a focus on funding undergraduate research projects: https://warwick.ac.uk/fac/cross_fac/iatl/.

However, the Reinvention Centre was always about more than that students should be regarded as co-producers of knowledge. The Reinvention Centre was about the radical transformational change of higher education institutions – literally to reinvent the university. It is this transformational change of the university, organised around the practices and principles of critical theory, which has been the central theme of my work.

Mike, looking at your time at Lincoln, the 'Student as Producer'

initiative has gained national and international recognition. Could you tell us a little bit about how it came about?

I was appointed Dean of Teaching and Learning at the University of Lincoln in 2007. I went there with the intention of developing with staff and students a model of research-engaged teaching across the whole university as an institutional framework for curriculum development. There was considerable support for this way of working at Lincoln, particularly from the education developers, who were already promoting this approach to teaching and learning in higher education, and from academics who were working with students on collaborative research projects and curriculum development. The slogan 'Student as Producer' had been used at Warwick as the title for an international student academic research conference in 2007 and we used it for the work we were now doing at Lincoln. In 2010, Student as Producer was adopted at Lincoln as the organising principle for the university's teaching and learning strategy across all subjects at all levels. A series of core Student as Producer principles were written into the university quality assurance and enhancement protocols for new programmes: these included encouraging academics to include research-engaged teaching methods as an integral part of their curricula, as well as involving students in the design and delivery of teaching. Student as Producer was written into Periodic Academic Reviews as well as External Examiner reports. Student as Producer was not compulsory; rather we challenged and invited academics to consider ways in which they could connect their teaching and research/scholarship practice. At that time, it was unusual for universities to have such an holistic organising principle for teaching and research. We were always supported and given encouragement for the work we were doing by the Quality Assurance Agency.

How did staff and students at Lincoln respond to Student as Producer and research-engaged teaching?

There has never been any real resistance to the Student as Producer model; academics can see the logic of the approach, and many claim to be doing their own versions of Student as Producer already. It is also popular with students.

Student as Producer works because it captures something essential about the nature of higher education. Research-engaged teaching is not the latest fad in higher education, but was the way in which teaching and research was organised in the first modern European university in Berlin in the early nineteenth century. The new European university was a critique of the dogmatic medieval university where students had studied canonical texts; in the University of Berlin students would create new knowledge with their teachers; they would write the texts for others to study. This method of producing knowledge in universities was to be the main way of organising the Enlightenment project. This form of knowledge production never fulfilled its promise; in fact, the relationship between teaching and research has become dysfunctional in many universities, having a debilitating impact on student and academic experience. Student as Producer seeks to restore the original purpose of the modern university, as a scholarly and intellectual project with significant real-world practical applications.

Ten years after the strategy was implemented at Lincoln,

Student as Producer is still the organising principle of teaching and learning across the university. Student as Producer is written into Lincoln's Student Access and Participation Plan 2019-2020. This year the University of Lincoln is hosting the Researching, Advancing and Inspiring Student Engagement (RAISE) conference on 2-3 September. The conference marks the tenth anniversary of Student as Producer at Lincoln (<https://raise2020.blogs.lincoln.ac.uk/>).

One of the concerns developers have is how to make their initiatives sustainable. Could you tell us about how 'Student as Producer' has evolved at Lincoln and where does it go next?

The key issue for me is not sustainability but, rather, how to create educational institutions and ways of working that are relevant to the existential crisis facing capitalist civilisation. The capitalist model for social development along with the social institutions on which it depends is not sustainable. This is the essential lesson of critical theory.

The title 'Student as Producer' is taken from an article written by Walter Benjamin (1892-1940), the German political philosopher and critical theorist. In the article, 'The Author as Producer', written in the 1930s during the Nazification of Europe, Benjamin asked 'how do radical intellectuals act in a moment of crisis?' Benjamin's answer was to focus on the politics of production: to transform the social relations of capitalist production, so as to create a new type of human society dominated not by the law of money, but by new forms of social value and commonwealth.

Student as Producer has been the basis for plans to develop a new form of co-operative higher education. The co-operative movement, established in the nineteenth century, was organised around the idea of creating enterprises based on the common ownership of the means of production. A co-operative enterprise is run democratically by its members, in this case students and academics, for their benefit and for the benefit of society as a whole. In 2011, following the exorbitant rise in student fees, we set up the Social Science Centre, a no-fee higher education co-operative that gave students the experience of higher education, with no formal connection to the University of Lincoln.

Based on what we learned from that project and by collaborating with other colleagues and students, we are working to develop a co-operative university with degree-awarding powers. This work is being led by the Co-operative College in Manchester, UK. The move to create a co-operative university is taking advantage of new legislation, the Higher Education and Research Act 2017, which seeks to create new higher education institutions to challenge the dominant mainstream university model. The Co-operative University will be a federated network of autonomous independent higher education co-operatives across the UK, in Manchester, Hull, Grimsby, Oxford, Glasgow, Cambridge and Leicester, teaching courses in labour and co-operative studies, the arts and humanities, as well as environmental and community studies. It is expected that the number of higher education co-operatives and subjects taught will expand as the social movement to create a co-operative university gains momentum. We are now working with the Office for Students to gain probationary degree-awarding powers, aiming for an opening date of October 2020.

Mike, all of your successful learning and teaching initiatives have a clear conceptual and theoretical underpinning. One of the challenges we have as developers is how to make these conceptual underpinnings accessible to all academic colleagues and their students – from social scientists to engineers and chemists. What experiences can you share with us about how to get ‘buy in’ from across the campus when developing these new ideas?

My approach has never been to try to make ideas accessible or to get ‘buy in’ from academics and students, but rather to speak the language of the university, which means the language of experimental science, including the social sciences, and the humanities. As a teacher I have to find ways of communicating that are clear and coherent, as well as challenging for students and colleagues. Academic discussions are motivated not by seeking agreement, but by dissensus and critique, in order that advances can be made in what humanity knows about itself and the natural world.

The contemporary university in the UK has become dominated by what Thomas Docherty, author of *Universities at War* (2014), calls ‘managementese’, or the language and logic of business. I would say the concept of ‘buy in’ falls into that category. There is widespread concern in the academic community that the businessification of the university is having a detrimental effect on the academic project and academic life. The business imperative cannot be a motivation for science, as the logic of business demands that commodities are sold in the market from which people without money are excluded. The advancement of science works through collaboration and co-operation, not competition. The exorbitant student fees exacerbate this situation – not simply do students owe vast

amounts of money, but the pedagogy of debt teaches students the liberal ideology that human life must be subordinate to the rule and logic of money. Student as Producer is a research experiment to invent new forms of social value, not based on money, but on people’s needs and capacities.

What has become apparent to me, working with academics and students across all of the disciplines at student research conferences and promoting Student as Producer, is how much academics and students from all subjects, including the natural and social sciences, have in common. We all work with theory, concepts, methods and methodologies, quantitative and qualitative data, and organise our material in a series of hypotheses and conjectures, leading to new discoveries. The arts and humanities subjects provide a compelling medium through which the complexities of life are articulated. I would like to think Student as Producer has enabled academics and students to feel that they are part of a common project, producing socially useful knowledge.

Mike, thank you so much for sharing your thoughts and ideas with us.

Mike’s new book on Student as Producer will be published later this year: ‘Student as Producer: how revolutionary teachers teach?’ (<https://www.johnhuntpublishing.com/zer0-books/our-books/student-as-producer>).

(The views expressed in this interview are Mike Neary’s personal views.)

Steve Outram is a Higher Education Researcher and Consultant.

News from the *Educational Developments* Committee

We welcome four new members of the Committee: **Karen Arm** is a Senior Lecturer in Learning and Teaching in the Solent Learning and Teaching Institute at Solent University; **Nick Botfield** is the Head of Teaching and Learning in the Centre for Learning Excellence at the University of Bedfordshire; **Susan Mathieson** is a Director of Learning and Teaching in the Teaching Excellence team at Northumbria University; and **Santanu Vasant** is the Head of the Centre for Excellence in Learning and Teaching at the University of East London.

We also wish to warmly thank two people who have served SEDA in many ways for many years and who are stepping down from the Committee. **Professor Claire Taylor**, Deputy Vice-Chancellor at Wrexham Glyndŵr University, who joined the committee in 2016, and **Charles Neame**, who brought us the disparate experience of educational development at both Glasgow School of Art and the Centre for Excellence in Learning and Teaching at Manchester Metropolitan University.