



Senate

Paper Title	Proposal for Alternative Higher Education Teaching Qualifications and Brief Report on Teaching Recognition Project
Outcome requested	Senate is asked to approve the recommendations in the proposal document
Points for Senate members to note and further information	<ul style="list-style-type: none"> • There has been steady progress in achieving the aims of the Teaching Recognition Project and momentum needs to be maintained. • Adopting the recommendations in the proposal would support the development of a policy which is equitable across the institution.
Questions for Senate to consider	N/A
Regulatory/statutory reference points	HESA Returns
Strategy and risk	SETLA Objective 3.1
Reporting/consideration route for the paper	Senate to approve before publication.
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Sponsor	Professor Rebecca Lingwood, Vice-Principal (Student Experience, Teaching and Learning)

Alternative Higher Education Teaching Qualifications

Background

All Queen Mary University of London (QMUL) staff that include teaching responsibilities, will be required to hold, or be working towards, a recognised teaching accreditation or qualification by the end of 2018/19. This includes staff outside academic schools who regularly deliver teaching to QMUL students.

The Educational Development team currently delivers the Certificate in Teaching and Learning (CILT), Postgraduate Certificate in Academic Practice (PG CAP) and the Postgraduate Certificate in Higher Education Learning and Teaching (PG Cert HE L & T). Along with a face-to-face pathway, we are expanding our distance-learning pathway to ensure inclusivity and flexibility for our staff. All programmes carry academic credit at Level 7 and in addition, map across to HEA Fellowship, with CILT aligned to Associate Fellow and PG CAP and PG Cert HE T & L to Fellow. All our QMUL institutional provision in teaching in the higher education sector is accredited against the UK Professional Standards Framework.

We recognise, however, that many staff joining or already employed by the University may already be in possession of one or more teaching-related qualifications.

Existing staff not already in possession of one of a recognised qualification or accreditation are encouraged to pursue HEA fellowship via the continuing professional development route (CPD) to allow recognition of their existing skills and experience.

Who is required to hold a teaching accreditation/qualification?

The Student Experience, Teaching, Learning and Assessment (SETLA) Strategy 2014-19 has 'providing training and staff development opportunities relating to teaching, academic support and pastoral support for all staff' as a key objective. Success at QMUL would be measured in part by the meeting of the following indicator of progress: -

100% of staff who teach to have, or to be working towards, a teaching qualification by 2018/19.

The SETLA strategy suggests that this should be part of the appraisal process for staff.

International qualifications

No national guidance exists currently concerning the equivalency of overseas higher education teaching accreditation or qualifications, including how international qualifications may be mapped across to the UKPSF. It should be noted that the range of teaching qualifications gained abroad is vast so it would be extremely challenging to provide a comprehensive list of international qualifications which claims equivalency.

QMUL does not have a policy on this and it would be helpful for the institution to take up a position in the interests of equity and parity, rather than leave it to the discretion of individual schools. To that end, we make the following recommendations.

Recommendations

1. In the SETLA Strategy Objective 3.1, referring to 'staff who teach' is helpful but does not completely define all the categories that we would need to consider, e.g. clinicians with joint appointments. We ask that a comprehensive list is provided by each Faculty.
2. Our probation policy should consider giving flexibility in considering alternative qualifications. The Higher Education Statistics Agency (HESA) offers a comprehensive

table with additional guidance notes and QMUL should follow the lead of other institutions and update its policy of what it will accept.

3. We propose therefore that as a condition of probation, staff who teach will normally be expected to hold either an HEA Fellowship, an PG CAP or an PG Cert HE in Learning and Teaching.
4. Introduce a Review of Prior Learning (RPL) process which allows us to take “less common” qualifications on a case-by-case basis. The Educational Development team will do a gapped analysis i.e. look at the course that has been taken to see how close is to the content and learning outcomes of our taught programmes. Credit could then be awarded via the RPL route at the Academic Development assessment board. This would be a rigorous yet fair way of acknowledging prior learning and experience.
5. That schools ensure that teaching accreditation and qualification are an integral part of promotion, probation and appraisal processes and policy.
6. To consider the best approach to ensuring that teaching staff at our partner universities overseas e.g. China might engage in professional development opportunities including HEA Fellowships.

Carole Davis 23/5/2017

Teaching Recognition Project Update for Senate June 2017

Current situation:

QMUL now has the following

Fellowship category	Total	Since October 2017	Being considered at the June award panel
Associate Fellows (D1)	172	28	6
Fellows (D2)	539	92	49
Senior Fellows (D3)	33	23	13
Principal Fellows (D4)	12	6	n/a
Staff Total	756	149	68

This demonstrates solid progress towards the SETLA strategy target (see data table below), and both the Teaching Recognition Team and the review panel are working to their maximum capability. The number of Senior and Principal Fellows reflects well on the university and our commitment to teaching.

The TRP continue to run both open information and writing sessions and sessions targeted at particular schools, and then work individually with about 20 Fellowship applicants per faculty at any time, and 20 Senior Fellow applicants and a small number of Principal Fellows being advised on direct applications to the HEA.

During the year we have established a panel structure to make awards, taking into the requirements to award Senior Fellowship (granted in September 2016) and have recruited a number of panel members (and will be recruiting more as number build). There have been two panel meetings considering 35, 31 and the next panel in June will consider 68 applications.

The following data shows progress against the targets as reported to Senate in 2016, showing the number of applications over the year and the number of people who have completed PGCAP

Data Table

HSS

	2016*	Applications in 2016/17
With Fellowship (including associate where appropriate)	120	48 +13 PGCAP awarded
With Senior Fellowship	3	12
With other qualifications to be translated to Senior Fellowship (NTFS)	2	
With other qualifications to be translated to Fellowship (HESA 1,7,8,9,10)	78	
TOTAL with Quals	203	276
2018/19 target	465	
Staff Total	588	

S&E

With Fellowship (including associate where appropriate)	94	32 + 15 PGCAP awarded
With Senior Fellowship	0	2
With other qualifications to be translated to Senior Fellowship (NTFS)	1	
With other qualifications to be translated to Fellowship (HESA 1,7,8,9,10)	64	
TOTAL with Quals	159	208
2018/19 target	233	
Staff Total	327	

SMD

With Fellowship (including associate where appropriate)	65	35 +22 PGCAP awarded
With Senior Fellowship	4	5
With other qualifications to be translated to Senior Fellowship (NTFS)	6	
With other qualifications to be translated to Fellowship (HESA 1,7,8,9,10)	76	
TOTAL with Quals	151	213
2018/19 target	424	
Staff Total	493	

* The 2016 column contains the figures from the last report to Senate in 2016, HR are working on current data but that is not available for this report.

** Including those going to the June panel and not yet awarded

Teaching Recognition Project Evaluation Survey 2016 Summary

An evaluation survey was conducted by the TRP among QMUL staff who were awarded Fellowships (D2, D3) of the Higher Education Academy (HEA) directly through the QMUL Teaching Recognition Project (TRP) in 2016. The response rate was 35%.

Participants reported that to achieve HEA recognition through the TRP, the most beneficial support provisions were one-to-one sessions and APP drafting workshops; the least beneficial being the on-line provision. We have adapted our programme in light of this feedback.

Overall, participants found the support provided by the TRP team and their school mentors very helpful.

Most respondents found completing the Account of Professional Practice (APP) challenging initially but once they progressed their drafts, it turned out to be a rather engaging and fulfilling exercise. As expected, the participants said it has made them much more aware of the way they teach; from preparation to execution as they reflected on their practice. "A consequence was that it enabled me to reflect on my overall teaching rather than focusing on individual subjects and lessons..." was the view of one respondent.

When asked, 'How do you think the process will impact your teaching practice or benefit your students?' whilst a small minority said it has so far had very little direct benefit or impact, most respondents reported that engaging with the TRP process to gain HEA fellowship has positively impacted their teaching practice. One respondent said it made him think more about student needs and made him look at things from their perspective. This observation was particularly gratifying to note as it directly related to the ultimate goal of the enhancement of students' learning and their learning experience.

The survey responses indicated that the main impact was the enhancement of reflective practice in subject specialism as well as in their overall teaching practice. "Useful to stop and reflect on teaching and for me, how my teaching has changed within an educational development setting as compared to my previous disciplinary teaching", was how one respondent captured the essence of this.

David Andrew

TRP manager

May 2017