Queen Mary
University of London

Senate

Paper Title	Teaching Recognition Project Report
Outcome requested	Senate is asked to **approve** the report and to confirm the recommendation of the Vice-Principal SETL that: • The benchmark for teaching qualifications at Queen Mary is HEA Fellowship, other qualifications (PGCE's, overseas qualification, etc.) are <u>not</u> accepted in the Teaching Recognition Project • All staff who teach should have full Fellowship (Associate Fellowship is not appropriate) • Any exceptions are to be agreed by the College monitoring group chaired by the VP SETL, and only in exceptional circumstances, very limited teaching or other exceptions proposed by the Head of School/Institute.
Points for Senate members to note and further information	
Questions for Senate to consider	See above
Regulatory/statutory reference points	
Strategy and risk	
Reporting/ consideration route for the paper	
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Project Name: Teaching Recognition Project

Report to Senate – March 2016

Project Manager: David Andrew

Project Exec: Dr Caroline Walker

Summary:

The Teaching Recognition Project was set up to meet SETLA Objective 3.1, Indicator I – for 100% of staff with teaching responsibilities to have, or be working towards, a teaching qualification by 2018/19. The team was established in September 2015 with funding from the PAR process which enabled the employment of a part-time Education Advisor to work with each faculty (one person holds 2 posts) and a part-time administrator, the project is managed by the HEA CPD Manager in CAPD.

Report

Establishing the project

The Team has:

- Set up a communications and publicity strategy and circulated the first round of publicity about the project, from talking to a cross section of people at the January Learning and Teaching conference, most people are familiar with the project.
- Started on-going work on cleaning the data to provide accurate targets

Most staff now appear to be aware of the project and the process is now making contact and assisting them to start the application process. We have worked to ensure that the project is clearly represented on the CAPD website, the new ADEPT website and have more traditional posters and leaflets on display across the College.

There continues to be issues with the data from the HR HESA return, both the accuracy of the staff list and the categories used for the HESA return which are not helpful for our project. Given staff changes etc the data will always contain some discrepancies but we are working with Schools and Institutes to create realistic target lists for completion of the project.

Working with schools/institutes

The Team has

- Established contact with   key people in all schools/institutes who will lead the project within their school/institute
- Established with the schools/institutes targets for engagement (see below)

The implementation plan assumed that the key contacts in schools would usually be the School Academic Development Mentor who works with CAPD supporting new staff on the PGCAP and ADEPT programmes, but this is not the case. It has taken time for some schools to determine who will be leading on the TRP and this has led to some delays, which have now been resolved.

The Team is developing a flexible approach to supporting Schools, with initial meetings at School meetings and Boards, or management meetings. We are then offering follow up in a range of support mechanisms – drop-in sessions in 3 locations, school specific workshops and are planning a couple of writing retreats using the model developed by Thinking Writing who are helping us with their design.

Working with individual applicants

The Team has:

- Set up drop-in sessions for both Fellowship and Senior Fellowship
- Begun working with individuals on applications
- Run workshops for staff from schools for writing applications.

The drop-in sessions have proved a useful introduction to the project for individuals (with 2/3 attending the average session), but attendance as workshops in Schools/Institutes is higher, and will be a major focus for the team for the rest of the year.

We continue to spend more time working with individuals, by email and face to face meetings and giving feedback on draft applications. As more of the key contacts become experienced in the evaluation process we will be asking them to provide more of the feedback on drafts.

Planned tasks to be achieved next quarter

- Application evaluators meetings/training to be held in all faculties
- Refined Project Plan and management structure
- Continuing to refine the data
- Specific communications strategy for all schools/institutes completed and initial implementation
- Developing an evaluation strategy for the project.

The evaluator's meetings/panels are happening before the middle of March. Currently decisions about applications are made by two evaluators and then reported to Faculty Monitoring Groups. It is envisaged that we will move over to a faculty panel structure where panels meet more regularly and approved recommendations which go directly to the College Monitoring Group, and these meetings will be trying out that model.

Our current model of development in schools is to hold initial meetings and then work with the people who come forward to start working on drafts. By the beginning of the next academic year we will be developing a more proactive strategy of engagement with individuals in School/Institutes, targeting specific groups of staff in order to achieve the targets over the next two years.

Risks, Issues and Concerns

- Lack of formal approval of changes to probation and promotion
- Work load given the reduced team size
- Continuing discussion of international and other qualifications a distraction
- External uncertainty about TEF and the proposed future changes to the HEA and the UKPSF undermining the project.

Changes from original project plan

- Reduced project team
- More flexible response to support structures in schools/institutes
- Evaluation plan being developed
- Streamlined management structure of TRP and ADEPT Points based CPD scheme

Senior and Principal Fellowship

While the main emphasis of the project is on Fellowship both because that is the benchmark recognition and because we are accredited to award Fellowship (and Associate Fellowship), the project includes targets for Senior and Principal Fellowship applications.

Senior Fellowship applications are now being supported through individual support and drop-in sessions scheduled twice a month for the rest of the academic year. Currently we are working with 21 people on Senior Fellowship applications (S&E 7, HSS 9, SMD 4 and Professional Services 1).

Once we are accredited to award Senior Fellowship, hopefully later in the year, this option will be made available to more staff.

Principal Fellowship applications, mostly members of QMSE, are being supported individually by the Director of CAPD.

CAPD is currently recruiting a consultant with experience of evaluating Senior and Principal Fellowships for the HEA to assist with supporting applications in these categories.

Future plans

The first year of the project will be evaluated over the summer and the results of that evaluation with determine the detailed project plan for the following 2 years of the project. The next page shows the project target broken over that period. The current engagement figures were taken at the end of January and are increasing rapidly as we run more workshops in schools.

HEA Accreditation – our HEA Accreditation (for PGCAP, CILT and ADEPT 50/100) was due to expire this year. As a result of various factors we have agreed with the HEA to manage the process in two stages:

1. An accreditation of major changes this year, covering the changes to the ADEPT Taught Route, and accreditation of our CPD scheme to award Senior Fellowship
2. Full reaccreditation next academic year.

In 2016/17 we will:

- Run a more targeted set of workshops and writing retreats for Fellowship applicants based on the evaluation of this year.
- Start to target staff more individually, in conjunction with the Schools and Institutes to ensure continued progress towards the overall target.
- Continue to support Principal and Senior Fellowship applications

Clarification of issues to be confirmed at Senate in March 2016

There have been discussions in various forums about the definition of the 'appropriate qualification to teach' and as a result of those discussions Senate is asked to approve the following position.

1. The benchmark for teaching qualifications is HEA Fellowship, other qualifications (PGCE's, overseas qualification, etc.) are not accepted in the Teaching Recognition Project.

   The HESA return on 'Qualification to Teach' includes 9 categories and there is no clear sector-wide agreement as to what should count for this purpose.

   The proposal is that HEA Fellowship, or Senior/Principal Fellowship is the required qualification, so that staff with other qualifications will be asked to apply for Fellowship using any other qualification to support that application. This is the position being take in many other Institutions.

   There are 227 staff who have declared other qualifications on MyHR for the HESA return.

2. All staff who teach should have full Fellowship (Associate Fellowship is not appropriate)

   Some staff are only engaged in a small amount of teaching and there has been some discussion about whether recognition as Associate Fellow of the HEA, however as a result of the discussions that have taken place it is recommended that all College Staff should be engaged in all the areas of activity required for full Fellowship and that is the appropriate level of recognition.

3. Any exceptions are to be agreed by the College monitoring group chaired by the VP SETL, and only in exceptional circumstances, very limited teaching or other exceptions proposed by the Head of School/Institute.

   While the recommendations above will avoid the need to decide about many issues such as the appropriateness of a particular qualification, it is inevitable that there may be some situations where an individual or their line-manager thinks there should be an exception made, and this recommendation merely makes it clear how that would be determined.

TRP Current Situation

HSS

With Fellowship	120	
With Senior Fellowship	3	
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	2018/19 target = 465
No Qualification	213	
Not Known	172	
Staff Total	588	

S&E

With Fellowship	94	
With Senior Fellowship	0	
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	2018/19 target = 233
No Qualification	128	
Not Known	40	
Staff Total	327	

SMD

With Fellowship	65	
With Senior Fellowship	4	
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	2018/19 target = 424
No Qualification	159	
Not Known	183	
Staff Total	493	

The key figures are the ones in yellow, which show progress in getting staff to have a teaching qualification or equivalent.

This would suggest that as an institution QMUL has 513 staff with qualifications, against actual staff numbers (588+327+493=1408).

As such, the proportion of staff with qualifications is 36.4%. The "target" figures are total staff numbers minus those with Fellowship or senior fellowship, so the accurate measure of percentage of staff with qualifications is "TOTAL with Quals"/"Staff Total".

In the proposal to be ratified by Senate staff with "other qualifications" would need to gain Fellowship.