



Senate

Paper Title	Teaching Recognition Project Proposal on Relevant Qualifications/Recognition and Brief report
Outcome requested	Senate is asked to approve the recommendations in this report: <ul style="list-style-type: none">• While HEA Fellowship is the main benchmark for teaching recognition, other categories of Fellowship may be appropriate, including Associate Fellowship for people with limited engagement with teaching.• The decision about overseas and other qualifications be deferred for a year waiting for developments in the sector and a further report.
Points for Senate members to note and further information	Steady progress in achieving the aims of the Teaching Recognition Project (to ensure that 100% of staff who teach have a recognised teaching qualification).
Questions for Senate to consider	See above
Regulatory/statutory reference points	TEF: Teaching qualifications
Strategy and risk	SETLA objective 3.1
Reporting/consideration route for the paper	
Authors	David Andrew, Professor Joy Hinson
Sponsor	Professor Rebecca Lingwood, Vice-Principal (Student Experience, Teaching and Learning)

Project Name: Teaching Recognition Project

Report to Senate – May 2016

Project Manager: David Andrew

Project Exec: Prof Joy Hinson

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 the Centre for Academic and Professional Development (CAPD).

Proposal

At the Senate meeting in April a report was presented which included an attempt to clarify the terms of the Teaching Recognition Project with respect to appropriate Teaching Qualifications which identified the normal teaching recognition for QM staff who teach being Fellowship of the Higher Education Academy. Senate requested a revised proposal.

The revised proposal is that:

1: Staff who teach at Queen Mary should normally have the appropriate recognition under the UK Professional Standards Framework (HEA Fellowship). For most staff who are engaged with all areas of activity defined by the UKPSF, Fellowship is the appropriate recognition, for staff who are not engaged in all the areas, Associate Fellowship. For Colleagues who play a leadership role in teaching and taught provision Senior Fellowship may be the appropriate recognition. It is therefore proposed that rather than requiring Fellowship for all staff:

Staff should have professional recognition within the UKPSF which reflects their current role. If this does not include all areas of teaching activity then Associate Fellowship may be the appropriate recognition.

Associate Fellowship may be the appropriate category for staff who teach less than 5 sessions a year, and are not engaged in the development of curriculum and its assessment. The decision that Associate Fellowship is the appropriate category would be made with the agreement of the Head of School/Institute and confirmed by the Monitoring group which oversees the ADEPT CPD Scheme.

2: The decision about recognition of 'other teaching qualifications' is deferred for a year. HESA, which collects the data on Teaching Recognition, has nine categories of 'qualifications to teach', but there is general recognition within the sector that not all of them are equivalent to recognition within the UKPSF, although some overseas qualifications and other categories may be. This has led to problems for all institutions in setting targets for Teaching Recognition. The simple solution of asking all staff, irrespective of other qualifications to gain HEA Fellowship proposed in the last report is problematic, particularly for an international institution which may not want to be seen to ignore overseas qualifications. As this issue does not need to be resolved at this stage of the Teaching

Recognition project we propose that we delay the decision for a year in order to see how this develops across the sector, particularly in relation to TEF. It is therefore proposed that:

Staff with overseas qualifications and other teaching recognition will be supported if they wish to claim HEA Fellowship but will not be included in the Teaching Recognition target until a further decision is made in a year's time.

Report

The Teaching Recognition Project is nine months into the project. We have established the key contacts in each school/institute and have piloted a number of ways of working with applicants. The main project team is working with Fellowship applicants and we have employed a consultant to work with Senior and Principal Fellowship applicants (Angela Benzies).

We are currently working with approximately 146 Fellowship applicants and 47 applicants for Senior or Principal Fellowship (with 1 who has already submitted).

Support is provided through individual email support and 1-1 meetings, drop-in sessions, briefing meeting and writing sessions in schools, writing retreats and on-line discussion sessions.

The team reviews drafts, together with the key contacts in schools/institutes as appropriate, and a number of colleagues are in the final stage where their application is evaluated by a trained evaluator from another school (usually in the same faculty) and a member of the CAPD team.

Future plans

The first year of the project will be evaluated over the summer and the results of that evaluation will determine the detailed project plan for the following two years of the project. The project plan will include specific plans agreed with each School/Institute to ensure the achievement of the targets for the project.

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

TRP Current Situation – Fellowship applicants

Principal Fellows	2015/16 Target - 10	Current – 5	Engaged - 11
Senior Fellows	2015/16 Target – 30	Current – 10	Engaged - 55
Fellows			
<p>The figures below are for the main Teaching Recognition Project, the overall numbers are still being checked with schools and HR and the number of engaged does not include Senior Fellowship applications. There are a number of activities planned in the next 2 months which will increase the numbers of engaged staff and it is expected that with those, and the senior fellowship applicants the target for the year should be reached.</p>			
HSS			2015/16 Target and number engaged
With Fellowship (AFHEA, FHEA and PFHEA)		135	
With Senior Fellowship		3	
With other qualifications possibly to be translated to Fellowship (HESA 1,6,7,8,9,10)		67	
TOTAL with Quals		205	
No Qualification		209	
Not Known		160	
Overall target		369	15/16 Target 110 – 68 engaged
	Total	574	
S&E			
With Fellowship (AFHEA, FHEA and PFHEA)		118	
With Senior Fellowship		0	
With other qualifications to be translated to Fellowship (HESA 1,6,7,8,9,10)		41	
TOTAL with Quals		159	
No Qualification		127	
Not Known		41	
Overall target		210	15/16 Target 52 – 61 engaged
	Total	327	
SMD			
With Fellowship (AFHEA, FHEA and PFHEA)		86	
With Senior Fellowship		6	
With other qualifications to be translated to Fellowship (HESA 1,6,7,8,9,10)		69	
TOTAL with Quals		161	
No Qualification		156	
Not Known		184	
Overall target		405	15/16 Target 102 - 48 engaged
	Total	501	