University of Wales
Prifysgol Cymru

University of Wales
Delivery Development Toolkit
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Contents

Preface

The following toolkit has been developed by the University of Wales (UW) to assist staff at international collaborative centres with continual professional development, as well as gain a wider understanding of the context of higher education within the UK. Intended for use by an experienced member of teaching staff, this toolkit is primarily focussed on enhancing established practices, and developing a reflective teaching practitioner.

The toolkit may be used on an individual basis, across a team, or an institution, using techniques which lead participants to reflect on current practices, provide insight to recent pedagogical developments, and drive enhancement in the classroom.

This resource recognises that each institution and individual staff member will approach this from a different position in terms of aims and experience. In reflection of this, it should be recognised **that there is no right or wrong answer, or indeed a 'one-size fits all' solution to the issues outlined** and explored. The toolkit should be used as a means through which individuals and wider communities of staff at institutions explore and enhance current approaches, while also developing new practices for the benefit of the wider institution and its students.

Using this Toolkit

This toolkit has been developed to guide the reader through sets of text, accompanied with reflective questions. It is important that those engaging with the questions understand that all individuals will approach this resource with their own barriers to developing reflective responses to the exercises. It is, therefore, important to consider re-visiting this resource over time, understanding what barriers may be (or have been) in place, and how individual approaches have evolved over time.

This resource is structured to progressively build upon information, and therefore should be approached methodically. Staff may benefit from discussing their answers to questions posed within the toolkit with their moderator in order to benefit from further guidance and information as necessary.

There are 27 reflection boxes which contain questions and activities that staff should reflect upon. Further resources are also listed at the conclusion of each chapter, which lists documents that staff may find of interest. Many of the resources listed are available to access online.

Individuals may find this toolkit useful by reading through the different sections and recording their own responses to the questions. Individuals may value outlining action plans and targets in order to monitor their development. This toolkit should be returned to periodically in order to review progress and needs for development.

Groups of staff may use this resource to explore and discuss various topics of professional development covered by this toolkit. In such instances, it will be useful for staff to share answers to questions and/or viewpoints arising from the text and the reflection boxes. The toolkit may be used to develop teamwork across individual programmes and/or faculties, and used as a means to record and share approaches across an institution.

Moderators will seek to use this toolkit as a path through which to discuss staff development at centres. Moderators may set tasks so that staff engage with the toolkit on an individual or group level prior to a visit, whereupon reflections and answers to the questions from the reflection boxes are discussed on an individual or group basis.

1. Perceptions of a British Higher Education

> We shall not cease from exploration
> And the end of all our exploring
> Will be to arrive where we started
> And know the place for the first time.
> > -T.S. Eliot, *Four Quartets*, 'Little Gidding', (1942).

Everyone has an idea about what may constitute a British education. Such ideas may conjure visions of towering spires of an Oxbridge college, or a 'red brick' city-centre university, or those ideas expounded in Henry Newman's *The Idea of a University*.[1] Others may have first-hand experience of having learnt, or indeed taught at UK higher education institutions. The identity and perceptions of British Higher Education are complex and constantly evolving, being shaped by both its students and staff, as well as the wider UK context, industry and commerce, and the communities which higher education institutions serve.

In order to better understand the concept of a British Higher Education, it is best to separate out what is 'British' and what is meant by 'higher education'. Ronald Barnett codified the idea of higher education as:

> A genuine higher learning is subversive in the sense of subverting the student's taken-for-granted world, including the world of endeavour, scholarship, calculation or creativity, into which he or she has become initiated. A genuine higher education is unsettling; it is not meant to be a cosy experience. It is disturbing because, ultimately, the student comes to see that things could always be other than they are. A higher education experience is not complete unless the student realizes that, no matter how much effort is put in, or how much library research, there are no final answers.[2]

These notions were added to more recently, moving beyond the process through which a learner travels during study, by seeking to codify the quality and virtues which a learner may possess at the completion of a programme of study, namely: 'truth-telling, persistence, courage, sincerity, appropriateness, care, criticality, vigilance, and otherness (in listening to and yielding to the world)'.[3] Such notions, both of the process and the output are aspirational and personal, centring upon the transformative change which occurs as a student undertakes their journey through higher education.

The concept of Britishness of higher education is the context within which the education is delivered. While complex and multifaceted, the Britishness of a British Higher Education is characterised primarily through the relationship between the teacher and the learner, the broad common delivery structures shared across institutions, and the development of the critical independent learner.

The following section seeks to explore the theme of a British Higher Education further, drawing out the primary characteristics mentioned above, as well as examining the ways in which a higher education becomes the unsettling experience for all learners, resulting in the transformative experience of the learner.

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[1] John Henry Newman, *The Idea of a University*, London, 1873, 95.
[2] Ronald Barnett, *The Idea of Higher Education*, Buckingham, 1990, 155.
[3] Ronald Barnett, 'Thinking about Higher Education', *Thinking about Higher Education*, ed. Paul Gibbs and Ronald Barnett, Heidelberg, 2014, 14-15.

What do you know about British Higher Education

The following questions should be considered by all staff:

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Reflection Box 1
1. What do I think British Education means?
2. What experience do I have of receiving British Education?
3. What was the first time I came into contact with British Education?
4. What do I think are the strengths of British Higher Education?
5. What do I think are the weaknesses of British Higher Education?
6. What does teaching a British Higher Education syllabus mean?
7. What are my perceptions of a British Higher Education system?
8. How could I improve my understanding of British Higher Education?
9. What are the main differences between the system that I was educated through and the British Higher Education system?
10. What is the most important skill I have learnt in delivering a British Higher Education?

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Underpinning Principles of British Higher Education

The main underpinning movements in British Higher Education are much the same as those embraced by other Western education systems, i.e. the Socratic method of teaching, the idea of delivering a liberal education, and the development of a postmodernist approach to information, ideas, and concepts. The following sections will look to explore these further.

Socratic Method

The Socratic approach to teaching is generally acknowledged to be the foundation of the Western pedagogical tradition. It is founded in the method used by the philosopher Socrates (c. 469-399 BCE), and is characterised through a dialogue between the teacher and the learner, whereby the teacher drives the discussion through asking probing questions to uncover the values and beliefs which frame the learner's statements.

 The main components of this learning form include:

- A group discussion.
- The asking and answering of questions which draws out ideas and underlying presumptions.
- Lines of questions which require individuals to defend points of view.

This method can create tensions between participants, and may sometimes be an uncomfortable experience for learners, as they are called upon to participate in the dialogue, evidencing not only their knowledge of the facts and information, but also demonstrating how they have considered the information under discussion.

An example of the Socratic method, this time by the philosopher Bertrand Russell, shows how it can demonstrate complexity, difficulty, and uncertainty:

> As usual in philosophy, the first difficulty is to see that the problem is difficult. If you say **to a person untrained in philosophy, 'How do you know I have two eyes?'** he or she will **reply 'What a silly question! I can see you have'. It is not to be supposed that, when our** inquiry is finished, we shall have arrived at anything radically different from this un-philosophical position. What will have happened will be that we shall have come to a complicated structure where we thought everything was simple, that we shall have

become aware of the penumbra of uncertainty surrounding the situations which inspire no doubt more frequently justified that we supposed, and that even the most plausible premises will have shown themselves capable of yielding implausible conclusions. The net result is to substitute articulate hesitation for inarticulate certainty.[4]

As you will see from the above, the impetus for a question may lie in the most mundane of matters, but the journey of exploration to answer the question from a number of perspectives can lead to understanding of the complexity of what may be perceived as a simple question with a simple answer. In the context of the quotation opening this chapter, it is exploration of an idea, and seeing the subject anew.

Liberal Education

Henry Newman suggested that a liberal education is 'A habit of mind… which lasts through life, of which the attributes are: freedom, equitableness, calmness, moderation, and wisdom'.[5] Such virtues are complementary to what Barnett suggested above as to the qualities of a learner at the completion of their studies, and thus suggestive that the goal of higher education itself has not fundamentally changed over the 150 years which separate both authors. However, the concept of a liberal education must have some defining characteristics beyond its intended outcomes. A liberal education goes beyond the confines of the subjects associated with Liberal Arts and seeks to equip the learner with the abilities to:

- Think and problem-solve in a creative, risk-taking manner.
- Express ideas and feelings in organised, logical, coherent, descriptive, rich language both orally and in writing.
- Analyse, organise, and use data for meaningful solutions.
- Develop the capability of setting goals with appropriate information and research and then achieve these goals with proper means.
- Help define a personal-value and ethical system that serves throughout life in making challenging decisions one will face.
- Have the capacity and instinct to work in a cooperative, collaborative manner with others in one's professional and community life.[6]

Indeed, as Alan Ryan suggested in 1998, 'liberal education is defined less by its content than by its purpose: the provision of a general intellectual training. This plainly requires a nice balance between the absorption of information and the acquisition of the appropriate skills to use this information… a liberal education ought to inculcate both a respect for the facts and some scepticism about the reliability of what is commonly taken to be fact'.[7]

Liberal education is the development of a set of skills which is not localised within a specific subject, but can be developed through an approach to any subject. It develops the understanding, such as Russell suggests above, that can engage with complexities, but furthermore, equips a learner with the ability to make judgements from understanding such complexities. A liberal education should be seen not only as a set of skills for the completion of a period of study, but for equipping a learner with the skills for a lifelong contribution in both the professional and personal sphere.

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[4] Bertrand Russell, *An Inquiry into the Meaning of Truth*, London, 1950, 11.
[5] Newman, *The Idea of a University*, London, 1873, 70.
[6] Howard Greene and Matthew Greene, *Hidden Ivies: Thirty Colleges of Excellence*, New York, 2000, 12.
[7] Alan Ryan, Liberal Anxieties and Liberal Education, New York, 1998, quoted in *The Oxford Tutorial: Thanks, you taught me how to think*, ed. David Palfreyman, Oxford, 2008, 8.

Postmodernist Approaches

A major influence in the approach to developing critical thinking is influenced by the 'Postmodernist' movement, which is a late 20th century approach predominantly used in European and North American education. The postmodernist perspective seeks to question the accepted principles and practices of previous generations, and suggests that all knowledge, ideas, and language is a construct. In particular, the notion of 'truth' is believed to be relative to a particular culture, perspective, or construct, and that the notion of 'truth' is relative, rather than universal.

From a pedagogical perspective, postmodernist educators seek to 'construct' knowledge for learners, rather than transmit information to learners, i.e. students are encouraged to learn for themselves through questioning, rather than receive information through a lecture and blindly accepting it as truth.

While this approach can sometimes be difficult for students who have previously been taught in a didactic style, and those which maintain strict hierarchies of respect, the postmodern critical thinking approach is centrally important to undertaking a British Higher Education.

What does this mean in practice?

The three approaches outlined above all have specific implications for influencing how learners learn. Of crucial importance is the learner being engaged in learning themselves, and not as an inert or passive figure in the process. Teaching staff become facilitators and guides upon the learner's journey, and are no longer the authoritative figure at the front of a lecture theatre with all the answers. These changes can be difficult for both staff and student to engage with, as it may require a fundamental shift in the balance of classroom hierarchies. The following chapters will explore a number of ways in which these approaches can be facilitated within the classroom for the advantage of both students and staff.

Reflection Box 2
Consider whether there were any differences in approach or underpinning pedagogical philosophies between what has been outlined in this chapter and the higher education experience you received. What were the main differences? Do you consider these differences to be fundamentally different? Which philosophies underpin your approach to the delivery of higher education?

Further Reading and Resources
Resources on the information for this chapter may be found through:

Rob Reich, 'The Socratic Method: What it is and How to Use it in the Classroom', *Speaking of Teaching: Stanford University Newsletter on Teaching*, Vol. XIII (2003), 1-4.

David Palfreyman (ed.), *The Oxford Tutorial: Thanks, you taught me how to think*, Oxford, 2008.

David Moseley, *Frameworks for Thinking: A Handbook for Teaching and Learning*, Cambridge, 2005.

2. Understanding the Student

There are a number of factors which contribute to a student being motivated to enrol on a British Higher Education programme delivered through collaborative provision. The following section considers some of these matters, as well as highlighting the differences in approach that students bring with them to higher education institutions.

The following questions should be considered by staff:

> Reflection Box 3
> 1. What profile of student does my institution appeal to?
> 2. What previous education and/or employment backgrounds do my students have?
> 3. What traditions of learning do my students come from?
> 4. What are the main motivations for my students in undertaking the programme of study?
> 5. What are the expectations of students starting on the programme?
> 6. What mechanisms does my institution have to support the transition of students onto the programme of study?
> 7. Is the programme flexible to facilitate diverse modes of learning?
> 8. When was the last time I sought to review the learning approaches to support the diversity of the student population?
> 9. **What's the most modern aspect of the delivery of the programme?**

Why study through Collaborative Provision? Reasons and Implications

There are many complexities to understanding the reasons for students to enrol upon a British Higher Education programme undertaken through transnational education (TNE) operations. Some of these may include, *inter alia*:

- Quality of education
- Personal recommendation
- Career progression

- University reputation
- Inability to enter state/public higher education
- Convenience of locality

- Institutional reputation
- Content of programme
- Language of delivery.[8]

David Pyvis and Anne Chapman suggested in 2007 that the student who undertakes education through a TNE route describe their intentions as 'positional' (as related to career progression) and 'self-transformative' investments.[9] Such notions are important to acknowledge in understanding the motivations of students who enrol upon a programme leading to a British Higher Education award, in order to better understand the needs of such students.

The above list suggests that students arrive to begin a programme of study with a number of preconceived notions about what form of education they will receive, and what the completion of

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[8] See, Lynnel Hoare, 'Transnational Student Voices: Reflections on a Second Chance', *Journal of Studies in International Education*, XVI (2012), 271-286; Stephen Wilkins, Melodena Stephens Balakrishnan, and Jeroen Huisman, 'Student Choice in Higher Education: Motivations for Choosing to Study at an International Branch Campus', *Journal of Studies in International Education*, XVI (2012), 413-433; Johanna Waters and Maggi Leung, 'Young People and the Reproduction of Disadvantage Through Transnational Higher Education in Hong Kong', *Sociological Research Online*, XVII (2012), http://www.socresonline.org.uk.
[9] David Pyvis and Anne Chapman, 'Why university students choose an international education: A case study in Malaysia', *International Journal of Educational Development*, XXVII (2007), 235-246.

the course will subsequently mean. Research into graduates of TNE education has shown both the short-term immediate, and longer-term benefits for many students.[10]

However, within the list above, there are also preconceived beliefs of what students expect to receive from a British Higher Education programme. While many of these notions have some basis, it does require students to engage fully with the programme of study, and be properly prepared by the institution at the point of transition onto this mode of education.

Supporting the Student Transition to British Higher Education

There are a number of transitions that a student needs to make when setting out upon a higher education programme. These transitions are important to recognise, and it is also important to ensure that there are adequate steps in place to ensure that teachers and the wider institution assist in this transition.

The transition into studying is multifaceted, depending upon the profile of the student, as well as the delivery methods of the higher education by the institution. Some of these may include, *inter alia*:

Movement between levels of study	Where a student is moving between college study and higher education, from undergraduate to postgraduate.
Movements between education styles	Where a student is moving between a local or national style of learning, informed by one philosophy, into a British Higher Education system which is informed by another.
Movement between the world of work and the world of study	Where a student is returning to study after a period of professional employment.
Movement between learning modes	Where a student who has only been familiar with classroom based teaching has enrolled upon a programme delivered through online provision.

Beyond these broader transitions, there are also those which must be addressed within the classroom, particularly in the context of where students move between a didactic system to that used within Western education. Examples of such transitions may include, *inter alia*:

Pedagogical approach	Some students may not be accustomed to the student-centred style which is used within the classroom, and may, therefore, not be prepared or comfortable to interact with teachers during lectures and seminars.
Subject design	Some students may expect outlines of the subject to be available in textbooks for both course and assessment, and may not be prepared to undertake individual study beyond what they have been given in class.
Working together	Some students may not be familiar with being required to work together in teams to deliver projects, and may find issues in collaboration between each other, particularly in the context of different cultural backgrounds.
Case-based learning	Some students may find it difficult to relate to business cases from a different culture, particularly if they have no experience or knowledge of different business cultures beyond their own immediate threshold.
Problem solving	Some students may have issues in relating to the way they are expected to resolve conceptual problems through practical means, and may have no understanding of linear methodologies and the requirements to work through set processes to resolve problems.
Language	Some students may find that the language of instruction is difficult to grasp, and miss the meanings and subtle variations between language and terminologies used within a subject to denote contrasts.

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[10] Robin Mellors-Bourne, Elspeth Jones, and Steve Woodfield, *Transnational education and employability development*, York, 2015, 32-34.

Academic conduct	Some students may find difficulty in understanding the requirements of academic conduct in matters relating to unfair practice.

Such transitions need to be facilitated appropriately, both within classroom situations and across the wider institution. It is important that all staff consider these transitions, and understand how they are able to assist with the process to studying for a British Higher Education award.

Reflection Box 4
1. What are the main transitions which student face when beginning on a British Higher Education programme at my institution?
2. Were there any transitions I had to make when beginning my own higher education study? How did I overcome them?
3. What transitions did I have to confront when beginning to teach a British Higher Education programme? How did I overcome them?
4. What would be the best way to facilitate and support students in their transitions when beginning a programme of study?
5. Who would be the ideal individual who could ensure that such transitions are supported across my institution?

Diversity in Learning Approaches

Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid. – Atrib. Albert Einstein

As well as considering transitions of students into a higher education environment, it is also important to consider the variety of learning styles which students possess. Depending on the pedagogical school of thought, there can be a variety of learning styles which students respond to best. An example of the categorisation of learning styles (Visual, Aural, Read/Write, and Kinaesthetic – known as VARK) suggests that there are four distinct learning styles.[11]

Visual	Learners who prefer to use images, maps, and graphics in order to organise and understand information.
Auditory	Learners who prefer to learn new content through listening and speaking such as through lectures and seminars.
Read and Write	Learners who prefer to learn through words, which may be done through reading and note-taking.
Kinaesthetic	Learners who prefer to understand information through the experience of undertaking tasks.

However, earlier work by Honey and Mumford suggested a different set of learning approaches in 1983, which sought to articulate the preferences of learners, and how learners identify with learning activities:[12]

	Favourable Activities	Unfavourable Activities
Activist	Variety, change, new experiences, and excitement.	Observing, understanding theory, strict procedures.
Reflector	Undertaking research, time to think and consider information.	Unstructured approaches, undertaking superficial work.
Theorist	Understanding theory, undertaking methodical review of information.	Tasks without purpose and lack of structure.
Pragmatist	Making connections between theory and real-life activities or situations.	Learning information without any clear use or immediate application.

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[11] Neil D. Fleming and Colleen Mills, 'Not Another Inventory, Rather a Catalyst for Reflection', *To Improve the Academy*, XI (1992), 137-155.
[12] See Peter Honey and Alan Mumford, *The Manual of Learning Styles*, London, 1983.

More recently, and placed in the context of a specific discipline, Glauco De Vita identified eight distinct learning styles and the preferred teaching approaches used to aid different learning styles:[13]

Active	Group projects; brainstorming; learn-by-doing and problem solving exercises.
Reflective	Reflective statements; 'functional pauses' for reflection and evaluation.
Sensing	Case studies; examples and explicit links to the real world of business.
Intuitive	Theories and models; space for abstraction and conceptualization.
Visual	Trigger videos and visual organisers such as charts, maps, Venn diagrams, etc.
Verbal	Traditional lecture; oral presentation.
Sequential	Integrated progression of topics; braking information down into smaller parts.
Global	A two-step approach combining specific-to-general and general-to-specific elements.

The above three tables provide a small glimpse of the variety of information on learning styles, and how best they may be supported within a classroom. In an ever diversifying sector, which seeks to reach out to engage with students who are from backgrounds with little or no experience of higher education, it is more incumbent upon the staff to ensure that students are provided with a variety of learning opportunities which allows them to flourish, as well as understand their own personal learning styles.

Learning Styles for the 21st Century

Research into the changing approaches to learning has shown that learning styles for the 21st century favoured by the so-called 'millennial' generation (i.e. those born c. 1982-2002), have different learning styles in comparison to previous generations.[14] Preferences for different styles are influenced by contextual factors, which for the millennial generation primarily concern the rise in availability of technology such as computers and smart phones. Elements of technology have framed the way in which millennials have interacted with the wider world, and as such, have become important tools for their own learning experiences.[15] Such perspectives, therefore, require those who are teaching to identify more effective ways of delivery beyond those which were in practice during their own formative years of study.

Generic profiles of millennial learners suggest that they prefer:[16]

Learning Style / Preference / Characteristics	Example of Learning Activity
- Team work and group work. - Use of technology wherever possible. - Experiential activities. - Absence of delays. - Multitasking, goal orientated, positive attitude, collaborative styles. - Learning immediately from mistakes.	- Simulations with immediate feedback of progress. - Group activities, problem solving, and case-studies in small groups. - Creative, innovative interactive exercises. - Game-show type quizzes of teams for reviews of progress.

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[13] Glauco De Vita, 'Learning Styles, Culture and Inclusive Instruction in the Multicultural Classroom: A Business and management Perspective', *Innovations in Education and Teaching International*, XXXVIII (2001), 165-174.

[14] For example, see Susan A. Johnson and Mary L. Romanello, 'Generational Diversity: Teaching and Learning Approaches', *Nurse Educator*, XXX (2005), 212-216.

[15] Diana Oblinger, 'Boomers, Gen-Xers & Millennials: Understanding the New Students', *Educause*, XXXVIII (2003), 37-47.

[16] Johnson and Romanello, 'Generational Diversity: Teaching and Learning Approaches', *Nurse Educator*, XXX (2005), 215.

The above suggests a need to diversify approaches within the learning environment (i.e. beyond the traditional lecture) to enable students to learn through styles which are relevant and effective to their method of understanding. This puts the onus upon the lecturer to identify new ways to deliver subjects. An overview of possible approaches include, *inter alia*:

Student Centred Learning	Establishing an approach which acknowledges the individuality across the classroom, and placing the responsibility of the learning in the hands of the student, rather than the teacher. Teachers take a facilitator approach to learning, rather than driving the delivery of information.
Student as Producer	Providing the opportunity for students to draw upon their own experience and knowledge, including the use of a variety of technology, which enables them to show their understanding of a subject. Examples of such work may be videos, blogs, digital presentations, books, wiki's, or how-to tutorials.
Use of Technology	Incorporating the use of technology such as computers or smartphones into the lesson, providing the opportunity for students to answer their own questions through real-time research.
Project-Based Learning	Creating a structured process where students must learn in order to complete projects which contribute to the development of their understanding of a specific or a mix of subjects.
Problem-Based Learning	Creating a platform through which students undertake to identify and resolve issues through developing an understanding of a problem and its subsequent resolution.

While not exhaustive, the list above presents some ideas which can be implemented for the benefit of both the learner and the teacher in approaching subject matter. It is important to recognise the changing profile of learners, and to ensure that approaches within the classroom take note of the needs and learning styles which are of most benefit to them.

Further information on different forms of assessment may be found through the University of Wales *Assessment Handbook*.

Reflection Box 5
1. What form of learner profile do I most identify with?
2. What forms of learning and assessment do I use within the classroom?
3. To what extent are the approaches I take in the classroom accessible for all learners?
4. What strategies would I implement to create the opportunity to engage more students in their learning?

Further Reading and Resources
Resources on the information for this chapter may be found through:

A.R.J. Briggs, J. Clark, and I. Hall, 'Building bridges: understanding student transition to university', *Quality in Higher Education*, XVIII (2012), 3-21.

Mike Courtney & Xiangping Du, *Study Skills for Chinese Students*, London, 2015.

Tamsin Haggis, 'Constructing Images of Ourselves? A Critical Investigation into 'Approaches to Learning' Research in Higher Education', *British Education Research Journal*, XXIX (2003), 89-104.

G. Kearsley, *The Theory Into Practice Database*, www.instructionaldesign.org.

Marilyn M Lombardi, 'Authentic Learning for the 21st Century: An Overview', *Educause Learning Initiative*, I (2007).

Roger G Tweed and Darrin R Lehman, 'Learning Considered Within a Cultural Context: Confucian and Socratic Approaches', *American Psychologist*, LVII (2002), 89-99.

University of Wales, *Assessment Handbook*, Cardiff, 2015.

3. Understanding Your Teaching

In seeking to understand how to develop and enhance teaching practices, it is important to ensure that the teacher has a firm understanding of how they currently teach, why they teach in a particular way, and how their teaching is perceived by different audiences. By understanding these matters, it is possible to take a critical view, and understand underlying notions which influence how teaching is delivered.

The following questions should be considered by staff:

<u>Reflection Box 6</u>
1. How did I learn to teach?
2. Who inspires the approach I take in the classroom?
3. What are the fundamental beliefs that underpin my approach to teaching?
4. Are there specific structures I keep to in order to deliver lectures?
5. What was my best learning experience?
    a. What made the learning experience memorable?
    b. What specifically did I learn?
    c. How have I tried to replicate this for others?
    d. Has the replication been successful? If so, how, and if not, why?
6. What was my worst learning experience?
    a. What made the learning experience memorable?
    b. Why do I class it as a bad experience?
    c. How has this experience influenced the way I teach?
7. What do I find difficult about teaching?
    a. What are the specific elements which contribute to the difficulties?
    b. How have I tried to overcome the difficulties?
8. What do I find most effective about teaching?
    a. What are the specific factors which make it effective?
    b. How do I measure the effectiveness of my teaching?
    c. How do I try to replicate these factors across other parts of my teaching?
9. What strategies do I use to overcome difficulties in teaching approaches?
    a. How successful are these strategies?
    b. How could I improve upon them?
10. What resources do I use to enhance and update my teaching approaches?
11. What national, cultural, linguistic, or religious group(s) do I belong to? How do my teaching practices reflect these elements?

What's your perception of teaching?

Approaches towards teaching will differ from one individual to the next. Both the purpose of teaching and the way in which it is delivered will be influenced by culture, expectation, self-perception, and audience. Individuals have their own ideas of what the archetypal teacher or lecturer should conform to, and how a teacher should teach, which will likely form the approach taken within the classroom. Staff should consider the following questions to explore their perceptions of teaching:

<u>Reflection Box 7</u>
1. What qualities and values should a good teacher have?
2. What are the main principles which underpin my approach to teaching?
3. How is my teaching influenced from my own research, professional, and personal experiences?
4. How do my students perceive my teaching? What evidence do I have to support this?
5. How do my colleagues perceive my teaching? What evidence do I have to support this?
6. How does feedback from students and/or colleagues influence the way that I teach?

7. What are my expectations of the students I teach?

How did you learn to teach?

An important aspect of reflection for learning about teaching, is to reflect on how we learnt to teach. The transition between learner and teacher is different for each person, and where some may have had the opportunity for training to teach in a higher education environment, others may have not. Some may have built up a wealth of experience without having any formal qualification, while others may have undertaken courses in order to develop their approaches within the classroom.

It is important that staff reflect on their own journey towards teaching, and what has influenced them. It is also important that staff consider what professional development opportunities they have undertaken to enhance their teaching, and what further opportunities they may wish to embark upon in order to build upon existing skills.

Reflection Box 8
Map out your journey towards where you are today. Indicate the important steps you have taken, and indicate what opportunities you have had to develop your teaching. Finally, consider what you will want to improve upon in the future, and what you would aim to be in the next 5-10 years.

How do you relate to what you teach?

It is important to recognise that many will be drawn to teach subjects which they favour, and that **a teacher's enthusiasm for a subject** will inevitably influence their own delivery. Furthermore, the approaches to teaching of certain subjects may also influence the delivery of a subject. This is particularly problematic when approaches have not been revised for some time, and where the subject matter may be difficult for students to grasp. Staff should consider the following questions to reflect on how they relate to what they teach:

Reflection Box 9
1. What learning approaches does my discipline require?
2. How would I innovate approaches to teach my discipline?
3. What areas of the discipline are the most personally rewarding to teach and why?
4. How do I organise learning for complex subject matter?
5. What aspects of the subject do I want students to learn effectively?
6. What areas of my discipline are the most fun for me to teach and why?
7. What are the most difficult aspects of my discipline to teach and why?
8. How does my research or professional experience influence my teaching of a topic?
9. When was the last time I sought to refresh an approach in my teaching?
   a. What was it?
   b. What were the positive aspects?
   c. How would I improve my approach in the future?

How do you relate to who you teach?

In the second chapter, '**Understanding the Student**', staff will have developed an understanding of the changing profile of the students, and the implications that has for teaching. In this next section, staff should consider how they relate to who they are teaching. It is important to consider whether the approach to teaching changes in perceptions of individuals or groups, and how that subsequently impacts upon the quality of teaching delivered.

Reflection Box 10
1. What is the profile of the students I teach?
2. How has the profile of the students I teach changed since I began teaching?
3. What is the primary way through which I interact with my students?
4. What are the national, cultural, linguistic, religious and educational backgrounds of my students and other staff?
5. How could I learn more about the diversity of my students and colleagues?
6. What are my perceptions / assumptions of students and staff from diverse cultural groups? Or with language or dialects different from mine? Or with special needs requirements?
   a. What are the sources of such perceptions?
   b. How do I respond to my students or colleagues based on these perceptions?
   c. What experiences do I have as a result of living, studying, or working in culturally or linguistically diverse cultures? How can this influence my teaching?
7. How can I adapt my teaching practices to be more responsive to the unique needs of diverse student groups?
8. What other knowledge, skills, and resources would help me teach from a more inclusive perspective?

This section has reviewed a number of perceptions and considerations which may be held of the teaching profession, the subjects taught, and those who teachers interact with. In reviewing answers to the questions, are there any specific themes which stand out? Are there any answers which contradict each other?

Further Reading and Resources
Resources on the information for this chapter may be found through:

Pauline Kneale, Jennie Winter, Rebecca Turner, Lucy Spowart, and Reema Muneer, *Evaluating Teaching Development Activities in Higher Education: A Toolkit*, York, 2016.

4. The Student Centred Classroom

While lectures still have an important role for imparting information in higher education, there have been many criticisms of the passive way in which students are engaged.[17] In understanding the way technology has shaped how individuals interact with information, higher education had to change to deliver the student learning experience. Focus has now moved towards making the student an active participant in their learning, rather than passively listening to information. The following section will look at one particular method which shifts the focus from the teacher onto the student.

What is a Student Centred Classroom?

The student centred classroom is an approach which places emphasis on the students leading the learning within the classroom, in contrast to a more traditional construct of the teacher delivering information. The approach favours teacher and students working together for learning, allowing students to take a lead in their own education, thus creating the opportunity for more engagement and the development of student confidence. In brief, it shifts emphasis for the teacher from delivering education to producing and facilitating education.[18]

What does a Student Centred Classroom do?

The student centred classroom requires a shift in perspective for both the student and the teacher, as it requires active participation from both sides; the student as the agenda driver, and the **teacher as the facilitator. Barr and Tagg compared what they described as the 'Instruction Paradigm', meaning the lecture, and the 'Learning Paradigm', meaning the student centred** classroom, thus:[19]

The Instruction Paradigm	The Learning Paradigm
Mission and Purpose	
- Provide/deliver instruction. - Transfer knowledge from faculty to student. - Offer courses and programmes. - Improve the quality of instruction. - Achieve access of diverse students.	- Produce learning. - Elicit student discovery and construction of knowledge. - Create powerful learning environments. - Improve the quality of learning. - Achieve success for diverse students.
Criteria for Success	
- Inputs, resources. - Quality of entering students. - Curriculum development, expansion. - Quantity and quality of resources. - Enrolment, revenue growth. - Quality of faculty, institution.	- Learning and student-success outcomes. - Quality of exiting students. - Learning technologies development, expansion. - Quantity and quality of outcomes. - Aggregate learning growth, efficiency. - Quality of students, learning.
Teaching/Learning Structures	
- Atomistic; parts prior to whole. - Time held constant, learning varies. 50-minute lecture, 3-unit course.	- Holistic; whole prior to parts. - Learning held constant, time varies. - Learning environments.

[17] Sally Brown, *Learning, Teaching and Assessment in Higher Education: Global Perspectives*, London, 2015, 56.
[18] See Robert B. Barr and John Tagg, 'From Teaching to Learning – A New Paradigm for Undergraduate Education', *Change*, XXVII (1995), 12-25.
[19] Op cit. 16-17.

• Classes start/end at same time. • One teacher, one classroom. • Independent disciplines, departments. • Covering material. • End-of-course assessment. • Grading within classes by instructors. • Private assessment. • Degree equals accumulated credit hours.	• Environment ready when student is. • Whatever learning experience works. • Cross discipline/department collaboration. • Specified learning results. • Pre/during/post assessments. • External evaluations of learning. • Public assessment. • Degree equals demonstrated knowledge and skills.
Learning Theory	
• Knowledge exists 'out there'. • Knowledge comes in 'chunks' and 'bits' delivered by instructors. • Learning is cumulative and linear. • Fits the storehouse of knowledge metaphor. • Learning is teacher centred and controlled. • 'Live' teacher and 'live students required. • The classroom and learning are competitive and individualistic. • Talent and ability are rare.	• Knowledge exists in each person's mind and is shaped by individual experience. • Knowledge is constructed, created, and 'gotten'. • Learning is a nesting and interacting of frameworks. • Fits learning how to ride a bicycle metaphor. • Learning is student centred and controlled. • 'Active' learner required, but not 'live' teacher. • Learning environments and learning are cooperative, collaborative, and supportive. • Talent and ability are abundant.
Nature of Roles	
• Faculty are primarily lecturers. • Faculty and students act independently and in isolation. • Teachers classify and sort students. • Staff serve/support faculty and the process of instruction. • Any expert can teach. • Line governance; independent actions.	• Faculty are primarily designers of learning methods and environments. • Faculty and students work in teams with each other and other staff. • Teachers develop every student's competencies and talents. • All staff are educators who produce student learning and success. • Empowering learning is challenging and complex. • Shared governance; teamwork.

What Barr and Tagg are illustrating here is the change in approach and impact which can elicit an experience when students are empowered to take responsibility for their learning. Furthermore, it nurtures student ability to acquire skills beneficial for the workplace through engaging and solving problems both individually and collaboratively.

Studies of student centred approaches have shown that it assists the development of student achievement, allowing students to gain the higher order skills required for higher education study.[20] The practical approaches required develop, in particular, the metacognitive approach to learning, where students not only apply what they have learnt, but consider the practicalities of their learning.

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[20] See Gloria Brown Wright, 'Student-Centred Learning in Higher Education', *International Journal of Teaching and Learning in Higher Education*, XXIII (2011), 92-97.

What does a Student Centred Classroom look like?

There are a variety of ways in which student centred learning can be facilitated in the classroom. **For instance, O'Neil and McMahon illustrate the following examples of learning and teaching** methods:[21]

Outside the Lecture Format	In the Lecture
Independent projects.	Buzz groups (short discussions in twos).
Group discussion.	Pyramids/snowballing (Buzz groups continuing the discussion into larger groups).
Peer mentoring of other students.	Cross-overs (mixing students into groups by letter/number allocations).
Debates.	Rounds (giving turns to individual students to talk).
Field-trips.	Quizzes.
Practicals.	Writing reflections on learning (3/4 minutes).
Reflective diaries, learning journals.	Student class presentations.
Computer assisted learning.	Role play.
Choice in subjects for study/projects.	Poster presentations.
Writing newspaper article.	Students producing mind maps in class.

Within the above list there are a variety of methods through which students may be engaged with their learning both inside and outside of the classroom. It is important that staff adopting these approaches allow students to lead in discussion and that the main role of the teacher is to draw out contributions from those students who may not necessarily be confident in expressing their own ideas at first.

Reflection Box 11
1. What areas do I teach could be changed to include a student centred approach to learning?
2. What strategies could I draw upon in order to integrate a student centred approach in my teaching?
3. What are the factors which would stop me from testing a student centred approach in my classroom?
4. How might I overcome factors stopping me from testing a student centred approach in my classroom?

Further Reading and Resources
Resources on the information for this chapter may be found through:

Angele Attard, Emma Di Iorio, Koen Geven, and Rovert Santa, *Student-Centred Learning: Toolkit for Students, Staff and Higher Education Institutions*, ed. Angele Attard, Brussels, 2010.

Robert B. Barr and John Tagg, 'From Teaching to Learning – A New Paradigm for **Undergraduate Education',** *Change*, XXVII (1995), 12-25.

Leo Jones, *The Student-Centred Classroom*, Cambridge, 2007.

Geraldine O'Neil and Tim McMahon, 'Student-Centred Learning: What does it Mean for **Students and Lecturers?',** *Emerging Issues in the Practice of University Learning and Teaching*, **ed. G. O'Neil, S. Moore, and B. McMullin, Dublin, 2005, 27**-36.

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[21] **Geraldine O'Neil and Tim McMahon, 'Student**-Centred Learning: What does it Mean for Students and **Lecturers?',** *Emerging Issues in the Practice of University Learning and Teaching*, **ed. G. O'Neil, S. Moore, and** B. McMullin, Dublin, 2005, 31.

Gloria Brown Wright, 'Student-Centred Learning in Higher Education', *International Journal of Teaching and Learning in Higher Education*, XXIII (2011), 92-97.

5. Confronting the Module

The Module in Context

While a module may have been delivered by the same team or individual over a number of years, it is important to ensure that there is a structured process to reflect on the delivery of the module, ensure that it is contextualised in the developments of the wider programme, and that there is ample opportunity to refresh content and approach regularly. The following section will ask staff to consider their involvement with a module, understand its content, its context in the wider programme, and provide a framework through which a module should be considered for updating.

The following initial questions should be considered by staff:

> Reflection Box 12
> 1. Where does the module come in the delivery of the wider programme?
> 2. What does the module contribute to the programme learning outcomes?
> 3. How are the module learning outcomes related to the programme learning outcomes?
> 4. How does the module support the student in their progress through the programme?
> 5. **What are the indicative parts of the module which reference the level of the module's** delivery in the context of the overall programme?
> 6. Is the module delivered at the appropriate point in the programme to support the **student's development?**
> 7. What mechanisms are there to make sure that the material delivered in one module do not overlap with what is offered in another module?
> 8. When was the last time the programme team collectively met to discuss the programme and each module together?
> 9. How do you work with other module leaders to find synergy between learning?

Understanding the Design of a Programme (Level)

A higher education programme is normally designed to guide students through a process in which their learning becomes progressively more challenging. Each level of study is defined by the UK Quality Assurance Agency (QAA) through a qualification descriptor, which lists the generic abilities of student skill and learning for each level.[22] These generic abilities that are built into the design of programmes should inform the order through which a student engages with specific aspects of a programme, and also underpin the structure against which students are assessed.

The design of the programme should be coherent, and structured in a way that logically guides the student to engage in increasingly intellectually challenging approaches and assessment. Furthermore, the structure allows for generalisation of the subject in the earlier stages, and becomes more specialised and focussed during the course of the programme.

All staff responsible for delivering a programme should have an overview of the wider whole to which they are contributing towards. In particular, staff should be able to understand the main features of the programme, how pedagogical approaches change during the programme, the changes in assessment, and important progression points. The programme leader should be responsible for ensuring that all staff contributing to the programme have a sound understanding of the entire programme, which should be refreshed at least once a year to ensure that any changes are also noted. The below questions should be considered by staff to understand the programme further:

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[22] Quality Assurance Agency, *UK Quality Code for Higher Education Part A: Setting and maintaining threshold academic standards, Chapter A1: The national level*, Gloucester, 2011, 8-15.

Reflection Box 13
1. How does the structure of the course develop the student to attain the overall programme intended learning outcomes?
2. What are the main features of the programme?
3. How are students prepared for progression within the programme?
4. How is the approach defined between the level of delivery at the start of the course and at the end of the course?
    a. What are the main differences of approach?
    b. Are there any specific points which define the change in the course over time?
5. How are skills built upon through the duration of the programme?
    a. Are there any modules which are interrelated?
    b. How are the modules interrelated?
    c. What are the main differences in approach between the interrelated modules?
6. At what point are students expected to engage with the wider literature of the subject of study?
7. At what point are students taught about the main resources and techniques required to engage with the subject in an academic way?
    a. Do you believe that this comes at the right point of the programme?
    b. Are there any stages which would develop / build upon the initial guidance?
8. What are the main characteristics which define each level of study?
9. How are students given the opportunity to evidence their development against each level of study?
    a. Does the method of giving evidence change over the course of the programme?
10. How does the language of assessment change over the course of the programme?
11. Are there any points which demonstrate the linkage between individual modules?

Relationship between a Module and the Wider Programme (Level)

The design of modular programmes allows each module to individually contribute to the overall learning outcomes of the programme. Intrinsically linked within this is also the assessment learning outcome. The below diagram provides an overview of the connections between each element:

Undertaking Assessment

Programme Learning Outcome

Module Learning Outcome

Assessment Learning Outcome

Designing Assessment
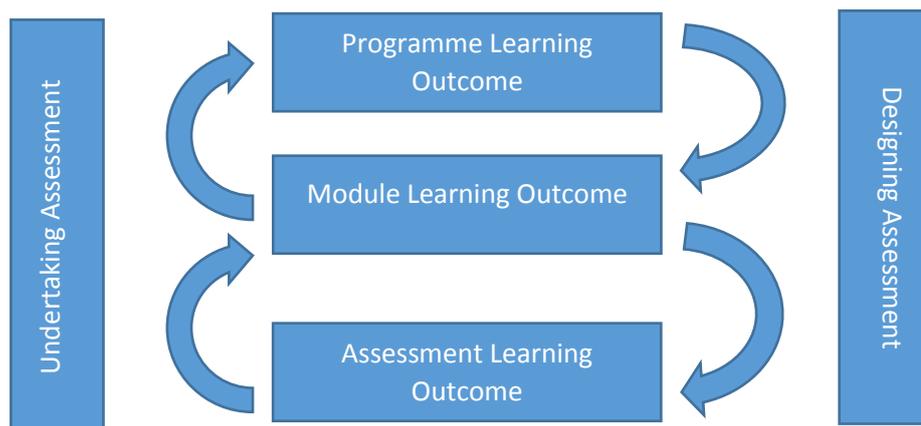
The connection between learning outcomes for assessment, module, and the wider programme are important factors for all staff to recognise. In considering these connections, staff may wish to consider the following set of questions:

1. How do the module learning outcomes contribute to the wider programme learning outcomes?
2. Are there any module learning outcomes which do not appear to cohere to the wider programme?
3. Have there been developments within the module that are not reflected within the programme?
4. Have there been developments within the programme which have not been reflected in the module?
5. What aspects of the module clearly reflect the level of delivery and where it is placed in the wider programme?
6. How do the assessments undertaken by students reflect the learning outcomes of the module?

Reviewing Current Practice

It is important to reflect on established practices in delivering modules in order to ensure that they maintain currency and relevance within the contexts of the wider programme, as well as reflecting the needs of employers. Module delivery practices can vary over time and between staff, and so it is important to ensure that delivery continues to be benchmarked against the original validated specification, while also allowing the opportunity for innovation in delivery, assessment, and content.

1. What are the current practices used to deliver a module?
2. How long has this approach been used to deliver the module?
3. What have been the most recent innovations in the delivery of the module?
4. How relevant are the learning outcomes of the module in relation to content of the module?
5. How is the module assessed?
6. Does the module elicit skills needed for academic or professional world of work?
    a. Are these skills reflective of the needs of today?
    b. How do you ensure that such skills are still relevant?
7. Do you benchmark the module against other similar modules available within the sector?
8. What are the main differences between this module and those offered by a comparable module in another institution?
9. What are the most important skills a student gains or achieves during the module?
10. What knowledge, skills, and capabilities do you want to develop in your students?
11. What is the most important knowledge that your students acquire from the module?
12. Why do you use the current forms of assessment and learning activities in the module? What do you want students to learn by undertaking these activities?
13. Where and why do students usually have difficulty in the module?
14. How do you tell that a student has achieved the learning outcomes of the module (e.g. behaviour, knowledge, skills/abilities)?
15. What evidence do you look for to show that the student is achieving the major goals set for the module?
16. What information on student learning/performance do you collect through the module?
17. How are students exposed to current ideas and research within the subject?

Refreshing the Approach to a Module

A core professional quality of a lecturer includes the ongoing reflective approach to the delivery of a module. Beyond the informal personal reflection, there should also be opportunity for formal consideration of refreshing approaches to modules at regular intervals. At a minimum, modules

should be reviewed on an annual basis, with meetings for the review taking place no more than a **month following the end of the module's delivery.**

A module review group should consist of all those staff responsible for the delivery of a module (it may be convenient for the group to consider more than one module at once), and where appropriate, student representatives. The group should consider a wide range of evidence, including, *inter alia*: module descriptor, learning and assessment methods, assessment results, feedback from external examiners, students, members of staff, and employers, where available.

The group should reflect on the success of module delivery, the context within the wider programme, developments within pedagogy and the wider subject environments which could be drawn upon to enhance the module the next time it is delivered. The group may wish to consider the following questions:

Reflection Box 16
1. How appropriate and realistic were the learning outcomes for the module?
    a. What evidence is there to show that the module learning outcomes were achieved?
2. How relevant was the module content?
3. How were students able to evidence their effective use of feedback on assessments?
4. What opportunities were there to allow students to evidence their ability to achieve the learning outcomes?
5. How do the module learning outcomes contribute to the wider programme aims?
6. What actions have been taken in relation to the last review?
    a. How successful was the embedding of any changed agreed?
7. What actions should be taken in light of comments by external examiners?
8. What actions should be taken in light of feedback from students?

Further Reading and Resources
Resources on the information for this chapter may be found through:

David Gosling and Jenny Moon, *How to Use Learning Outcomes and Assessment Criteria*, London, 2001.

South East Consortium for Credit Accumulation & Transfer, *SEEC Credit Level Descriptors for Higher Education*, Luton, 2010.

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6. Facilitating Learning

Staff may be forgiven for expecting that all students from the same cohort to have the same knowledge and understanding of a given subject at the start of a programme, particularly in cases where there are entrance examinations to higher education and the secondary school curriculum is nationally unified. However, many individuals within the cohort will have previously received different experiences of teaching and approaches to subject matter, which naturally varies their understanding from one subject to the next. This is further complicated when the cohort includes students from a variety of territories or countries. Previous experiences of education will naturally influence the approach that students take towards learning, such as over-reliance on the teacher, through to a more independent style.

Deep Learning Vs Surface Learning

Recent considerations on learning have identified two distinct forms of learning, which have been termed as 'deep' learning and 'surface' learning.[23] Surface learning refers to a method of memorising information for the purpose of responding to anticipated questions in a test. Alternatively, deep learning refers to a holistic method of learning which allows information to be learnt in a way that allows it to be applied to a variety of situations and problems. Closely connected with these versions of learning is 'strategic' learning, whereby a student makes conscious choices of what they will learn deeply in anticipation for assessment, and learns other elements on only a surface level. An example of the qualities associated with these different forms of learning follows:

Deep Learning	Strategic Learning	Surface Learning
• Strong interaction with content. • Actively seek to understand the subject. • Make use of evidence, inquiry, and evaluation. • Takes a holistic view and is able to relate ideas to one another. • Relate new ideas to previous knowledge. • Relate concepts to everyday principles. • Engages with the material beyond programme requirements.	• Use previous examination papers to identify previous topics examined. • Motivated to get high grades. • Focusses on marking schemes. • Plans and focusses time to place effort only on certain topics.	• Memorisation of information for assessment. • Strongly focussed on rote learning. • Takes a narrow view of the subject matter. • Failure to distinguish between key concepts and exemplars. • Detail orientated. • No learning beyond requirements of the course.

Such learning methods do not correspond with any one particular learner profile, but is informed by how engaged the student is with a specific topic. For example, as students may engage in deep learning for one module, but only surface or strategic learning for others. Engagement from students will be dependent on individual circumstances, however, teachers must acknowledge that their own contribution within the classroom and approach to the subject (e.g. through enthusiasm or disinterest) can influence how students learn subject matter.

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[23] F. Marton and R. Säljö, 'On qualitative differences in learning – 1: Outcomes and Process', *British Journal of Educational Psychology*, XLVI (1976), 4-11.

Practices in the Classroom

While it may be argued that deep learning is dependent upon an individual learner, teachers play an important part in influencing how students learn. Teachers should have a number of learning and teaching approaches through which they are able to engage learners.

An example of such an approach is the one developed by Bloom, which leads the learner through initial engagement with material, through to using the information to create something new:[24]

Academic Level	Cognitive Skills
Increasing academic level ⇧ Level 3	Creating
	Evaluating
	Analysing
	Applying
	Understanding
	Remembering

In 1982, a **different model was developed which shows an alternate to Bloom's taxonomy,** illustrating the way in which students are able to shift from surface learning towards deep learning. The Structure of the Observed Learning Outcome (SOLO) taxonomy is split into five broad categories and is codified thus:[25]

Prestructural	The learner is unable to evidence knowledge of the topic in their work.
Unistructural	The learner shows some understanding of at least one aspect of the topic, but only focusses upon basic concepts of the subject.
Multistructural	The learner is able to show knowledge of several aspects relevant to the topic, but is unable to make connections between the information.
Relational	The learner is able to draw upon the subject to evidence a coherent understanding of the topic, and link relevant knowledge and ideas.
Extended Abstract	The learner is able to draw all significant aspects of the topic together and apply them in another new topic or area – the learner is able to create new ideas based on their understanding of the topic.

The SOLO taxonomy can be used by both teachers and learners in understanding their own grasp of a subject, as it provides a benchmark which understanding can be compared and tested against. As with Bloom, the SOLO taxonomy can adopt appropriate verbs to indicate the level of intended learning outcomes to learners and express the expectation of assessment attainment.

The following section will look at techniques of embedding deep learning within the classroom.

Critical Thinking Opportunities

Critical thinking is a core part of the deep learning attribute within higher education. It draws on the expectations of the Socratic, liberal, and postmodernist approaches used within British Higher

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[24] B. S. Bloom, *Taxonomy of Education Objectives*, New York, 1956; L. W. Anderson & D. R. Krathwohl (ed.), *A taxonomy for learning, teaching, and assessing: a revision of Bloom's Taxonomy of Educational Objectives*, New York, 2001.

[25] John B. Briggs and Kevin F. Collins, *Evaluating the Quality of Learning: The SOLO Taxonomy*, New York, 1982.

Education, as referred to in Chapter 1. For this to be fostered in the classroom, teachers have to ensure that the environment is set up in a safe and non-threatening way, and creating the opportunity for students to contribute without fear of failure. In light of this, staff may wish to adopt a set of rules within the classroom such as:

1. Differences of opinion should be encouraged.
2. Do not criticise people for their opinions.
3. If you disagree with others, be prepared to explain your reasoning.
4. Be courteous to each other, regardless of how different your opinions are.

Beyond this, staff will wish to adopt specific strategies which encourage students to engage with the lecture. A primary way to engage students is through questioning. This may require staff to develop appropriate questions and develop questioning strategies to elicit critical thinking. Examples of questions for students to apply a critical approach include, *inter alia*:

- Ask how or why something happens.
- Require application of data or details to different or larger contexts.
- Go beyond factual information to constructing rationales for the outcome of data or details.
- Ask questions that have more than one possible answer.
- Ask follow-up questions to other students **such as 'Can you add anything?' or 'What's your opinion on that?'**
- Encourage other students to engage by asking whether they agree, disagree, and why.
- Play **'devil's advocate'**.
- **Provide feedback that neither agrees or disagrees with a student's response in order to** engage other students and leaves the question open for further responses.
- Use guided questions to lead students through a staged process of critical thinking on an article such as:
  - What is the main argument?
  - Is the argument convincing?
  - What evidence is given?
  - Is the evidence strong or weak? Why?
  - What conclusions are being made here?
  - Does the conclusion follow on from the main argument?
  - **What's the main aim / purpose / agenda of the author?**
  - Are there any gaps in the information that you think the author should have also drawn upon?

As well as the above, staff will also wish to draw upon those activities outlined in the chapter on the *Student Centred Classroom*, which encourages students to participate within discussions and wider learning activities.

Through creating opportunities for critical thinking and applying knowledge in a practical sense, staff provide further opportunities for students to engage in deep learning practices. Staff should identify periods within their teaching schedule through which these approaches can be introduced to successfully engage students across their study.

Reflection Box 17
1. How can the module that I am teaching assist students to understand the wider discipline that they are studying?
2. What are the fundamental principles that I am asking students to understand in my module, and what is the best example or illustration of them?

Assessment

Assessment activities also play an important part in developing deep learning. While traditional formative and summative examinations play an important part to inform students on their ability to learn and understand the subject, there are also a variety of approaches which can be adopted to enhance deep learning.

Particularly for level VI and level VII learning, students should have the opportunity to engage with 'real-world' problems which may be confronted in employment. Examples of these include, *inter alia*:

- Portfolio work
- Report writing
- Presentations
- Poster display
- Reflective diary.

Such forms of assessment may benefit from being contextualised within the perspective of a work environment, which puts responsibilities upon students to analyse, draw conclusions, and where applicable make recommendations which have consequences. The application of knowledge to 'real-world' problems creates the opportunity for students to engage with the 'extended abstract' area of the SOLO taxonomy.

> Reflection Box 18
> 1. What aspects of assessment can be developed to allow students to evidence extended abstract approaches?
> 2. What form of assessment could be adopted in the modules I teach to allow students to evidence extended abstract approaches?

Practical and coursework may not always, however, be an available option for staff, and it is therefore important to focus on providing the opportunity within assessment questions to demonstrate their learning. The following table examples a set of sample questions for a financial statement analysis:[26]

A	Identify two basic approaches to financial statement analysis.
B	Compare and contrast horizontal and vertical financial analysis.
C	Perform a ratio analysis of a company for the most recent fiscal year.
D	Compare the financial ratios of a company to industry averages and give possible reasons for any significant variances.
E	Based upon financial analysis, identify several actions a company may take to improve its operating results.
F	In the role of a potential lender, prepare a memorandum to your supervisor assessing the overall liquidity and solvency of a prospective borrower, your recommendation to extend or deny credit, and any significant assumptions made or limitations of the data you utilized in formulating your recommendations.

The above table highlights the gradual increase in difficulty and required application of higher order skills in order to answer the questions. While question A requires only surface learning, exemplified by memorising and regurgitating a definition, F requires students to call upon a deeper understanding. Question F also highlights the possibility of developing lines of questioning which have real-world application. It would be expected that question F would be suitable for students studying at level VI.

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[26] Based on Robert Duron, Barbara Limbach, and Wendy Waugh, 'Critical Thinking Framework for Any Discipline', *International Journal of Teaching and Learning in Higher Education*, Vo. XVII (2006), 164.

Feedback

Feedback is another aspect of a learner's experience which can feed into and develop deep learning. This form of feedback, or more correctly 'feed forward' is intended to identify how students are able to build upon their strengths and address shortcomings. However, learners need to be given sufficient guidance to look beyond the final mark awarded to a piece of work, and be taught how to interpret wider feedback which they are able to assimilate and apply to future assessment.

In creating feedback, staff may wish to ensure that students are able to interpret it correctly, and understand the perspective of the examiner. Staff may wish to ensure that feedback is clear and cohesive, and that where necessary, specific points are made *in situ* to the text to which it refers.

One aspect of supporting students is to ensure that they are aware of the expectations of what they are required to produce. In illustrating the benchmarks against which students will be assessed, feedback may also be structured around the benchmarks, and comparisons made as to how submissions fell short of, or exceeded the expectations outlined at the beginning of the assessment process.

There are many strategies which be can used to engage students in feedback, the following table highlights two options which also relate to developing critical thinking and awareness within students:

Peer Assessment	Staff organise an opportunity for students to first undertake marking of fellow student's work. Students are provided with the marking criteria, and are appraised that their own comments and contribution to the marking process will be taken into account against the marks which they are given in the final marking of the assessment.
Sharing Feedback	Students are provided with feedback in groups, and are asked to compare submission and feedback together. Students are invited to discuss feedback together, and are provided with the opportunity to discuss the marks of their group with the marker at an allotted time.

These approaches provide the opportunity for students to engage in critical reflection of both their own and their peers work. Such approaches should be entered into along the same principles set out for developing the critical thinking classroom.

Further supporting strategies for these matters can be found in the University of Wales *Assessment Handbook* and the *AEIOU Student-Staff Handbook.*

Further Reading and Resources
Resources on the information for this chapter may be found through:

Robert Duron, Barbara Limbach, and Wendy Waugh, 'Critical Thinking Framework for Any Discipline', *International Journal of Teaching and Learning in Higher Education*, Vol. XVII (2006), 160-166.

F. J. King, Ludwika Goodson, and Faranak Rohani, *Higher Order Thinking Skills: Definition, Teaching Strategies, and Assessment*, Tallahassee, 1998.

D. J. Nicol and D. Macfarlane-Dick, 'Formative assessment and self-regulated learning: A model and seven principles of good feedback practice', *Studies in Higher Education*, XXXI (2006), 199-218.

University of Wales, *Assessment Handbook*, Cardiff, 2015.

University of Wales, *AEIOU Student-Staff Handbook*, Cardiff, 2016.

7. Maintaining Academic Integrity

Academic integrity is an important matter central to a UK Higher Education experience, and is a key attribute of the academic profession. It is important that staff fully understand the ethical and moral dimensions of maintaining academic integrity, to ensure that they are understood and implemented across the learning environment.

What is Academic Integrity?

Academic integrity is as an ethical code through which the professionalism of academia is maintained. It may be termed as 'a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility'.[27] It practice, it concerns behaviours such as, *inter alia*:

- Maintaining accountability for one's own work.
- Maintaining respect and civility towards other scholars at all times.
- Maintaining respect for the rights of each scholar.
- Ensuring that work of others in fully acknowledged.
- Ensuring that work is not fabricated, and is reported in an open, honest, and transparent manner.
- Maintaining standards of conduct as appropriate to the profession, including the following of ethical codes and requirements of the discipline.
- Adopting the appropriate conventions and requirements for the dissemination of work.

The adoption of an academic integrity culture ensures that staff and students are provided with an appropriate environment through which teaching, learning, and research can take place.

Developing Good Academic Practices

Part of developing a culture of academic integrity is ensuring that good academic practices are adopted. In particular, staff will wish to develop awareness and disseminate training on:

Plagiarism

The issue of plagiarism continues to be an important topic of monitoring for all educational institutions. It is important that all staff and students are aware of what constitutes as plagiarism, as well as understand why it is unethical. In conjunction with this, it is also important that students and staff understand the implications of plagiarism, and the regulations which inform such actions. Further guidance on the definitions and regulations concerning plagiarism may be found in the University of Wales *Taught Degree Handbook*.

In order to mitigate issues of plagiarism, staff should seek to develop student's understanding of good bibliographic practices and conventions. Such training should be regularly available to students in order to ensure that the training can be refreshed throughout a programme of study. Another important approach to the management of plagiarism is the development of assessments, and the process of designing out of opportunities for students to plagiarise within their work. Guidance on this can be found in the University of Wales *Assessment Handbook*.

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[27] The Centre for Academic Integrity, *The Fundamental Values of Academic Integrity*, Durham N.C., 2009, 4.

Ethical Codes and Conventions

As part of supporting the development of an academic integrity culture, it is also important that students understand the ethical codes and expected conventions of the discipline which they are studying. While for some disciplines there may be clear expectations of codes of conduct for a profession, such as the Hippocratic Oath for medical professions, other disciplines may not be so clear. It is important, therefore, that students are introduced to the moral codes underpinning the professional discipline which they study, as well as those academic codes and conventions expected within the academe.

Honesty and Truth

Staff should seek to ensure that the concepts of honesty and truth are maintained across all interactions of the institution. Staff and students should converse truthfully and honestly with each other, and ensure that there is transparency in all actions taken by individuals and groups. Lack of honesty and truth in any interaction fails to convey the spirit of academic integrity.

Respect and Freedom

While honesty and truth are important factors, staff must also ensure that there is respect and freedom given to students in order to express their own opinions. Without a safe and secure platform where each individual is respected, and has the freedom and right to express their own informed opinion without fear of retribution or consequence, honesty and truth cannot be fully supported within the scholarly community.

The above sections indicate how the development of good academic practices may be more than just the development of referencing skills. Good academic practice is an important conduit through which academic integrity is developed and embedded within an institutional culture.

Reflection Box 20
1. Does my institution maintain any policy and/or guidance on academic integrity?
2. How do I nurture a culture of academic integrity through my teaching?
3. How could I contribute to developing a wider understanding of academic integrity across my institution?
4. How well do I think students understand academic integrity?
5. What aspects are there within the programme I teach on that develop attributes of academic integrity?
6. What may be the main obstacles to developing a culture of academic integrity in my institution?
7. How could students be supported to better understand academic integrity?

Further Reading and Resources
Resources on the information for this chapter may be found through:

International Centre for Academic Integrity, www.academicintegrity.org.

Quality Assurance Agency, *Plagiarism in Higher Education: Custom essay writing services: an exploration and next steps for the UK higher education sector*, Gloucester, 2016.

The Centre for Academic Integrity, *The Fundamental Values of Academic Integrity*, Durham N.C., 2009.

The Higher Education Academy JISC Academic Integrity Service, *Supporting academic integrity: Approaches and resources for higher education*, York, 2010.

_____, *Policy works: Recommendations for reviewing policy to manage unacceptable academic practice in higher education*, York, 2011.

8. Building Employability into Teaching

There are a number of ways in which higher education institutions engage with businesses both locally, nationally, and internationally. Research has shown a variety of positive short- and long-term benefits for businesses, institutions, and students through developing and nurturing such relationships. This section will focus specifically on engaging industry to enrich learning activities in order to allow the development of skills applicable to employability.

Importance of Engaging Employers

A crucial part of all academic programmes is that they maintain relevance, and develop the appropriate graduate skills and knowledge sought by industry, commerce, and the public sector. Failure to maintain programmes in light of the needs of employers, particularly in vocationally orientated disciplines, impacts upon the employability of graduates and subsequently impacts upon the reputation of an institution.

Many institutions and programmes may already benefit from having part-time teaching staff who are also professional practitioners in their own right. Such individuals may draw upon a network of professionals from outside the institution in order to impact the modules which they teach, and bring added value to the educational experience for students. Other institutions may benefit from representation of business and commerce on corporate governance committees. Academic staff may also liaise with business through consultation and research projects. There is likely to be a range of contacts and tacit networks which an institution already draws upon. However, institutions may not always directly engage employers and the wider business community in classroom curriculum.

The formalisation of networks between businesses and higher education institutions can have a transformative effect upon the quality of education and experience which students receive. Direct involvement in curriculum and delivery can positively impact factors including, *inter alia*:

- Assessment
- Careers support and progression
- Curriculum delivery
- Curriculum design
- Experiential opportunities
- Management of quality and standards.

For those businesses and employers who become involved in such networks, there is also a positive impact relating to, *inter alia*:

- Benefitting from research and input from student work
- Community impact
- Raising the profile of the business
- Securing employable graduates.

These positive aspects create a 'win-win' situation for institutions and employers, whereby both sides benefit from the collaboration. Students also benefit from the development and maintenance of such relationships, particularly in light of being prepared with current skills required by the workplace, and an understanding of industry.

Areas of Impact

The following table outlines some ideas as to how businesses may influence and/or contribute towards enriching learning activities:[28]

Assessment	• Design of assessment • Contribution of case studies • Work-place assessment • Providing feedback on assessment
Career Support and Progression	• Company/employee profiling • Guest lectures • Mock interviews • Internships • Vacancies
Curriculum Delivery	• Placements • Guest lectures / master classes • Access to industry-standard resources • Supply of case studies • Providing input for feedback on assessment
Curriculum Design	• Informing programme development • Informing on work relevant topics • Informing / contribution to assessment strategy
Experiential Opportunities	• Placements • Visits • Mentoring
Management of Quality and Standards	• Contribution to validation / review events • Advising on professional accreditation.

The above examples, while not exhaustive, is indicative of a range of possible activities that staff or institutions may wish to engage with businesses on developing employability within the curriculum.

Developing Possibilities for Engagement

It is important that institutions develop a number of methods through which they can engage with the wider business community to enrich the student learning experience. In engaging employers, it is also important to set out the remit of the engagement, how you, the programme director, and the institution envisage the relationship, what requirements and planning need to be

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[28] Based on Quality Assurance Agency, *Employer Engagement: Emerging Practice from QAA Reviews*, Gloucester, 2014.

put in place. The following questions should be used to ensure that the engagement can be structured:

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Reflection Box 23
1. Identify the business you wish to engage
   a. Is the business the right one?
   b. Does your institution have any existing connection with the business?
2. Who should be approached from the business?
   a. Who should approach from the institution?
3. What do you want to achieve from engaging with the business?
4. How do you want the business to work with your module / programme?
5. How much time will the business have to commit?
6. How many people would be involved in the engagement from the institution and the business?
7. How would the business benefit from the engagement?
8. What form of activities would be involved through the engagement?
9. What would be the objectives of the activities?
10. What are the timescales?
11. What resources will be required for facilitating the engagement?

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It is important to have clarity when approaching businesses to ensure that both the institution and business is aware of the commitment needed from each side. Following on from initial engagement, it may be possible to develop a coherent strategy which seeks to include representatives from business in the academic management and quality assurance of programmes, as well as inclusion in activities such as end of year presentations of graduate work.

Where possible, to achieve long-term and meaningful collaborations between centres and industry which produces benefits for both sides, partnerships should be closely monitored by the institution. Further to this, regular meetings should be held between both parties to ensure that collaborations and engagements are yielding the intended results and that any projects are being delivered to plan.

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Further Reading and Resources
Resources on the information for this chapter may be found through:

Richard Bolden, Wendy Hirsh, Helen Connor, Gregory Petrov, and Anthea Duquemin, *Strategies for Effective HE-Employer Engagement*, Exeter, 2010.

CEF Research, *Forging Futures: Building Higher Level Skills through University and Employer Collaboration*, London, 2014.

National Centre for Universities and Business, www.ncub.co.uk.

Quality Assurance Agency, *Employer Engagement: Emerging Practice from QAA Reviews*, Gloucester, 2014
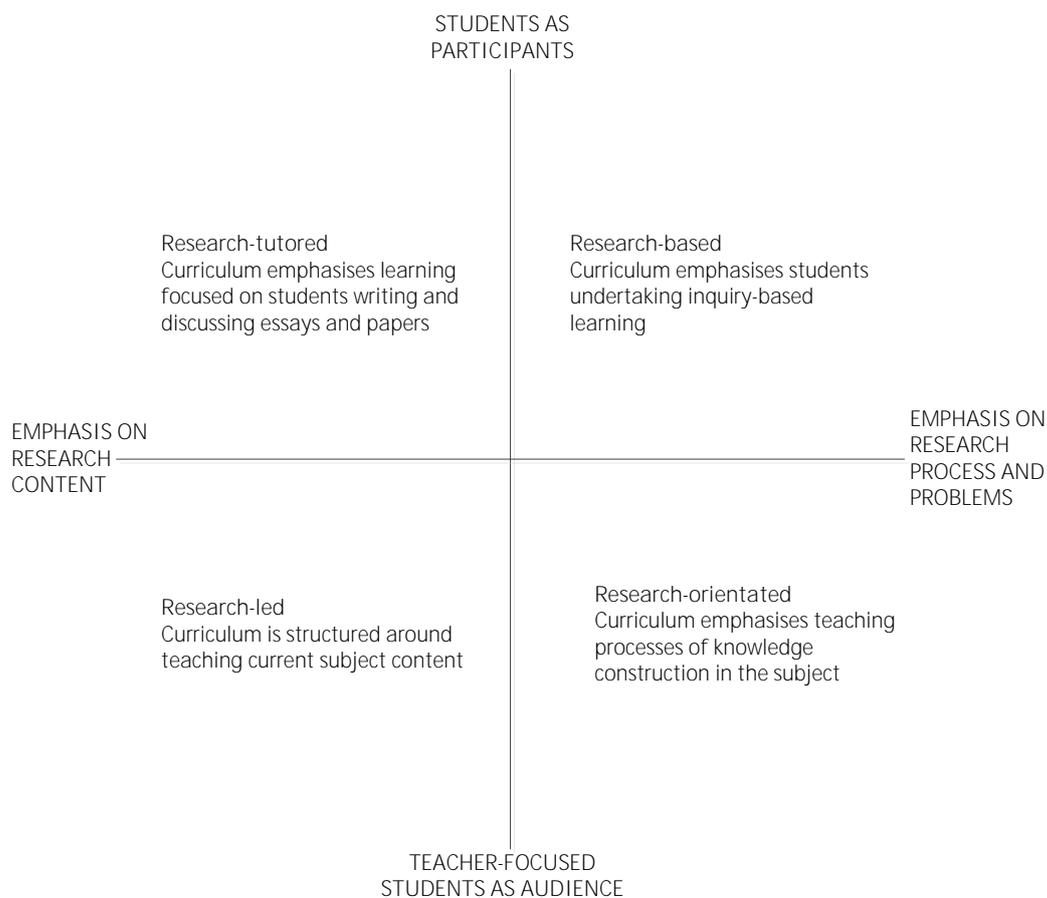
David Stanbury, Helen Williams, and Julie Rees, *Engaging employers to enhance teaching and learning: Ideas and approaches for work-related and placement learning*, Reading, 2009.

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9. Linking Research and Learning

While some staff draw upon their own professional practices from working within a specific sector to influence their approach in a classroom, others are able to draw upon their own research within a discipline to inform learning.

Forms of Research in Learning

Mick Healey suggested four different forms of research within the curriculum, which was termed as the 'research-teaching nexus'.[29]


```
                           STUDENTS AS
                           PARTICIPANTS
                                |
                                |
            Research-tutored    |    Research-based
            Curriculum emphasises learning   Curriculum emphasises students
            focused on students writing and  undertaking inquiry-based
            discussing essays and papers     learning
                                |
EMPHASIS ON                     |                    EMPHASIS ON
RESEARCH ————————————————————————————————————————   RESEARCH
CONTENT                         |                    PROCESS AND
                                |                    PROBLEMS
            Research-led        |         Research-orientated
            Curriculum is structured around  Curriculum emphasises teaching
            teaching current subject content processes of knowledge
                                |                construction in the subject
                                |
                           TEACHER-FOCUSED
                           STUDENTS AS AUDIENCE
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In Healey's nexus, one form of emphasis is placed on the research content to an emphasis on research problems and processes, whereas on the vertical axis shows how the focus of the learning ranges between the student-centred approach, to a more distant, teacher-centric approach which may be used in traditional lectures. The use of research within learning may require the use of a variety of these approaches. However, the most beneficial in light of the strategies that have come before would be those activities which fall within the upper right hand quadrant, which would encourage a deep approach to learning. This, however, should not detract from the benefits which may be found in the approaches used in the other quadrants of the nexus, as they all have a specific purpose of benefitting students when used in harmony with each other.

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[29] Mick Healey, 'Linking research and teaching: disciplinary spaces', *Reshaping the university: new relationships between research, scholarship and teaching*, ed. R. Barnett, Maidenhead, 2005, 70.

The embedding of this nexus within the curriculum must be done consciously, rather than maintain an expectation that it will be an automatic manifestation within teaching.[30] In reflection of this, it is incumbent upon course directors and wider institutions to develop appropriate apparatus and strategies through which staff are able to identify appropriate places to introduce their research.

Difference in disciplines may also lead to different approaches as to how research is integrated into learning activities. For instance, some disciplines such as Engineering may provide more opportunity to undertake practical enquiry based learning than others. In addressing these issues, and in seeking to develop strategies which would benefit all disciplines, the following four strategies were proposed by Jenkins, Healey, and Zetter in 2007:[31]

1. Develop students' understanding of the role of research in their discipline
• Develop the curriculum to bring out current or previous research developments in the discipline.   • Develop students' awareness of the nature of research and knowledge creation in their discipline.   • Develop students' awareness of learning from staff involvement in discipline research.   • Develop students' understanding of how research is organised and funded in the discipline, institution, and profession.
2. Develop students' abilities to carry out research
• Students learn in ways that mirror research processes.   • Assess students in ways that mirror research processes (e.g. requiring students to have their work assessed by peers according to the house-style of a journal before submitting it to you).   • Provide 'training' in relevant research skills and knowledge.   • Ensure students experience courses that require them to do research projects; and that there is a progressive move to projects of greater scale, complexity, and uncertainty (Strategy 3).   • Develop student involvement in research.   • Develop abilities of students to communicate the results of their research in ways that are appropriate to the disciplinary community in which they are now participating.
3. Progressively develop students' understanding
• Ensure that introductory courses induct students into the role of research in their discipline and present knowledge as created, uncertain, and contested.   • Ensure that advanced courses develop students' understanding of research, and progressively develop their capacities to do research.   • Ensure that graduating year (capstone courses) require students to carry out a major research study and help them to integrate their understanding of the role of research in their discipline.
4. Manage students' experience of research
• Limit the negative consequences for students of staff involvement in research; most important here is managing the student experience of the days (and sabbatical terms) when staff are 'away' doing research.   • Evaluate students' experience of research and feed that back to the curriculum.   • Support students in making clear to them the employability elements of research; this is particularly important for those students whose focus is on using a degree to get employment, and who may not otherwise appreciate the value of a research approach.

The above strategies outline a methodical and stage-based development of how research may be embedded within a curriculum, and developed through a student-centred perspective. When placed within the curriculum, staff research can be a gateway for students to develop deep learning approaches to subjects. When used in parallel with other strategies such as engagement

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[30] See Alan Jenkins, Mick Healey, and Roger Zetter, *Linking teaching and research in disciplines and departments*, York, 2007.

[31] Op. Cit. 45-46. Based on A.J. Jenkins, R. Breen, R. Lindsay, and A. Brew, *Re-shaping higher education: Linking teaching and research*, London, 2005; Mick Healey and Alan Jenkins, 'Strengthening the teaching-research linkage un undergraduate courses and programmes', *Exploring research-based teaching*, ed. C. Kreber, San Francisco, 2006, 45-55.

with employers and developing the wider student-centred approach to learning, the inclusion of research can be a powerful means through which staff are able to engage deep learning attributes of learning experience for student.

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Reflection Box 24
1. How does my research relate to my teaching?
2. What recent research could be used to enrich the classroom experience?
3. How could the research I have in progress impact the classroom experience?
4. What are the main points within the module which I could introduce my research / research in the wider discipline?
5. How might research be used as a form of assessment?
6. How might student research be used to complement other modules of the wider programme?

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Further Reading and Resources
Resources on the information for this chapter may be found through:

James Boyle, *Research-Teaching Linkages: Enhancing graduate attributes – Engineering and the Built Environment*, Glasgow, 2010.

Mick Healey, 'Linking research and teaching: disciplinary spaces', *Reshaping the university: new relationships between research, scholarship and teaching*, ed. R. Barnett, Maidenhead, 2005, 67-78.

Janet Hughes, Peter Gregor, Mark Chaplain, Graeme Coleman, Louise McIver, *Research-Teaching Linkages: Information and Mathematical Sciences*, Glasgow, 2009.

Alan Jenkins and Mick Healey, *Institutional strategies to link teaching and research*, York, 2005.

Alan Jenkins, Mick Healey, and Roger Zetter, *Linking teaching and research in disciplines and departments*, York, 2007.

Mary Malcom, *Research-Teaching Linkages: Enhancing graduate attributes – Business, Management, Accountancy and Finance*, Glasgow, 2008.

Maggie Nicol and Norrie Brown, *Research-Teaching Linkages: Enhancing graduate attributes – Health and Social Care*, Glasgow, 2008.

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10.   Professional Development

Continual professional development (CPD) is an important aspect for all individuals working within higher education institutions in the UK. Staff across all functions are encouraged to take charge of their own learning, and engage in activities which will develop skills and behaviours to enhance their performance, and allow them to develop those attributes needed to fulfil career aspirations. In order to facilitate this, staff are required to be proactive in identifying their own goals and finding routes which will assist them to develop the attributes required. Institutions may offer support for training or attending conferences, and may also run an annual appraisal, which allows staff to reflect on their most recent performance, as well as plan for the following year. Institutions also benefit from undertaking this process as a means through which they are able to manage the workforce and identify resource and skills to meet wider strategic goals.

Identifying the Current Situation

In order to begin to undertake CPD, staff will need to take stock of their current situation, their institution, and personal career plans. A starting place for this process to begin is to review the current job description. In reviewing the job description, it will be worth thinking about the purpose of each descriptor, identifying the key responsibilities of the role, and reviewing the context in how each point is met in practice.

Following a review of the job description, it is necessary to consider what are the strengths and weaknesses of each point, and what aspects could be developed further. Identifying opportunities for development may be taking the lead in delivering seminars on recent research, becoming a member of a committee, or taking on further responsibilities in order to contribute to the success of a programme. This toolkit may have also highlighted approaches for which further training is available, which may also contribute to CPD plans.

Some institutions may maintain a professional competency framework through which specific behaviours and attributes are highlighted. Where these are in place, it is important to also refer to these both independently and in the context of the job description in order to understand both the current situation, as well as what could be developed in the future.

> Reflection Box 25
> 1. What are the main duties and responsibilities highlighted within my existing job description?
> 2. What are the main elements of evidence which I can draw upon to show my success in meeting the job description?
> 3. Are there any points in my work that hinder my ability to fulfil the job description?
> 4. What aspects of my role do I want to enhance?
> 5. What activities would I benefit from engaging in to enhance my role?
> 6. Are there any aspects which I would benefit from further experience, guidance, or training?
> 7. Does my institution maintain a professional competency framework?
> 8. What could I do in order to meet my professional competency framework?

Evaluating Professional Needs

As part of the CPD process, it is also important that staff consider their professional plans, and identifying their future career path. These considerations should be placed in the context of short-term (1-3 years), medium-term (3-5 years), and long-term goals (5-10 years). In order to understand this, it is important that staff are familiar with a variety of roles which they would see themselves applying for in the future, as well as understanding the immediate positions above

their current role. In reviewing this information, it is important to note the experiential and qualification requirements, and highlighting what skills and experience would need to be developed in the context of your current professional profile. Through identifying specific attributes which need to be enhanced, it is possible to develop an understanding of what may be achieved in the short-medium term, while other aspects may only be possible in the longer-term period.

In identifying the needs and requirements needed or the next stage of professional development, it is important to undertake the research needed to identify how specific skills and attributes may be accomplished. This may be through the attendance of a course or conference, the undertaking of a qualification or membership of a specific professional body. Staff should ensure to identify these opportunities, and discuss with colleagues and management the possible scope to undertake these developments, while also maintaining an overview of their priority in their own wider development plans.

Reflection Box 26
1. What professional aspirations do I have
2. Do I have a clear route of progression through which I can develop?
3. What are the main competencies do I need to develop or develop evidence for in order to be eligible to meet the expectations of employers for a higher role?
4. What activities should I seek to undertake in order to develop these competencies?
5. Who can guide me in developing specific competencies at my institution?

The CPD Cycle

The CPD cycle should be a reflective exercise undertaken at the end of each year by all staff. It is important to be honest in the reflection, and understand where activities have assisted in the development of new or existing skills.
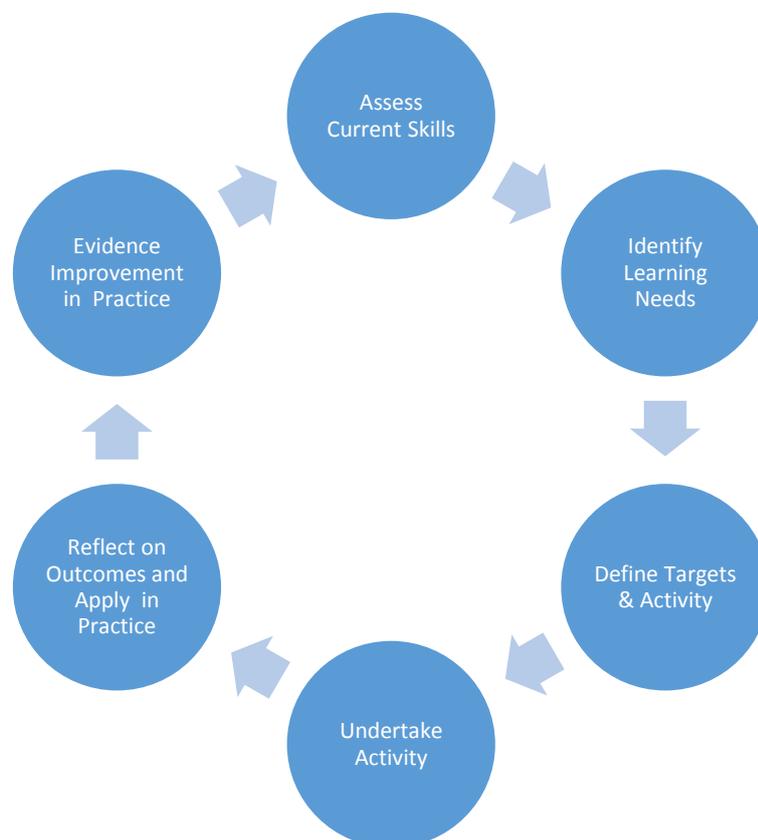
In order to achieve the most from the CPD cycle, it is important to continually review performance against set targets or objectives. As part of this cycle, it is also important to keep a record of evidence to indicate how specific objectives have been met. In keeping this record, it is important to maintain a critical overview to indicate how objectives could have been met in a more effective way.

The below table provides a simple example of a record which may be kept to record, monitor, and reflect on the CPD cycle.

Objective	Priority	What do I need to achieve the objective?	What support or resources do I need to achieve the objective?	Target date for achieving my objective	Actual date for achieving my objective

The UK Professional Standards Framework

The UK Professional Standards Framework (UKPSF) provides a framework for considering the main roles of teaching and supporting learning within a higher education environment. The document contributes to an ongoing project leading the professionalization of teaching and learning across UK higher education. The framework has been developed to support both individual practitioners and institutions to develop excellence in their teaching and learning roles.

The UKPSF is constructed of four descriptors that concern three broad dimensions of teaching and learning:

1. Areas of Activity – Concerning the areas of activity of higher education practitioners.
2. Core Knowledge – Concerning the knowledge required to undertake the activities.
3. Professional Values – Concerning the core values of teachers in higher education.

The UKPSF is a valuable tool in reviewing current practices and in identifying future areas for development. The four descriptors provide an outline of attributes which may be benchmarked against, in order to evidence skills and abilities. Engagement with the UKPSF can lead to an application of fellowship with the UK Higher Education Academy, which is a widely valued recognition of professional ability within the UK and beyond.

Reflecting on Toolkit Engagement

The following questions should be considered at the completion of working through this toolkit. It may also form the basis of identifying areas for future development needs to support the CPD process.

Reflection Box 27
1. What was the most difficult part of the toolkit to understand / answer and why?
2. What were the easiest parts of the toolkit to understand / answer and why?
3. What information would I like to explore and understand further?
4. Has this toolkit influenced the way in which I look at a specific subject?
5. Are there any practices highlighted within the toolkit that I will experiment with in my own classroom?
6. What changes have I considered making to my own teaching in light of this toolkit?
7. What actions would I plan on taking in my teaching in the coming months to reflect what I have learnt through this toolkit?
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8. When should I return to this toolkit to evaluate how my practices and approaches have been enhanced?

Further Reading and Resources
Resources on the information for this chapter may be found through:

Higher Education Academy: www.heacademy.ac.uk

Higher Education Academy, *The UK Professional Standards Framework*, York, 2011.

William Locke, *Shifting academic careers: implications for enhancing professionalism in teaching and supporting learning*, York, 2014.

William Locke, Celia Whitchurch, Holly Smith, and Anna Mazenod, *Shifting Landscapes: Meeting the staff development needs of the changing academic workforce*, York, 2016.

Phil Race, **The Lecturer's Toolkit**, Abingdon, 2015.

Rachel Scudmore, *Action Research: A Guide for Associate Lecturers*, Milton Keynes, 2005.

Staff and Educational Development Association: www.seda.ac.uk

11.   Where Next?

This toolkit has explored a number of avenues for staff to discover and use in their own approach within teaching. At the end of each chapter, there have also been lists of resources which staff may wish to access in order to find out more information on specific matters. The following presents a list of resources that staff may also want to engage with, explore, and use in their own work for professional development purposes and for enhancing their own teaching approaches.

Higher Education Academy http://www.heacademy.ac.uk

The Higher Education Academy (HEA) is a UK body which champions teaching quality. The HEA provides guidance, research, and a variety of resources which staff can draw upon from specific disciplinary information, through to strategic pedagogical approaches. The HEA also offer professional recognition through the UK Professional Standards Framework, with the opportunity to apply for fellowship.

Learn Higher http://www.learnhigher.ac.uk

Learn Higher provides a rich resource of free teaching and learning resources for staff within UK higher education. Resources are research-informed and peer-evaluated to offer a range of adaptable resources.

Quality Assurance Agency http://www.qaa.ac.uk

The QAA is the UK's body for quality assurance. The website offers resources concerning benchmarks for awards and subjects, information and case studies on a range of pedagogy and strategic initiatives undertaken by UK higher education institutions.

Professor Mick Healey http://www.mickhealey.co.uk

Professor Healey is a higher education consultant and research, offering a rich resource of bibliographies of pedagogical approaches and supporting documentation on a range of matters addressed in this toolkit.

Professor Phil Race http://www.phil-race.co.uk

Professor Race has been leader in developing approaches to assessment, feedback, learning and teaching. The website offers a range of resources and supporting documentation on a variety of matters addressed in this toolkit.

Professor Sally Brown http://www.sally-brown.net

Professor Brown has specialised in developing approaches to assessment, feedback, learning and teaching. The website offers a range of resources and supporting documentation on a number of matters addressed in this toolkit.

Learning and Teaching http://www.learningandteaching.info

The Learning and Teaching website provides a number of resources concerning learning and teaching for adults. In particular, there is an overview of pedagogical theories and discussions on practice-based approaches.

Enhancement Themes http://www.enhancementthemes.ac.uk

Developed by the Scottish QAA, the Enhancement Themes website provides an overview of a number of projects undertaken since 2003, providing both strategic, generic, and discipline specific information including, *inter alia*: assessment, responding to student needs, employability, modes of delivery, assessment, graduate attributes, and development of curriculum.

Oxford Centre for Higher Education Policy Studies http://oxcheps.new.ox.ac.uk/oxcheps

The Oxford Centre for Higher Education Policy Studies provides a range of information which challenges existing thinking on higher education policy-making. The resources provide a rich insight into the direction of the UK higher education sector.

The Performance Juxtaposition Site http://nwlink.com/~donclark/

The Performance Juxtaposition Site was developed by D.R. Clark, and provides a range of information regarding learning strategies.