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**Challenges of Faculty Development in the 21st Century**

**4th – 8th March 2018.**

**England**

Outline, Timetable & Objectives - Programme for the Israeli Consortium of Faculty Development

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Objectives:

**Brunel - purpose of visit to learn about:**

* The various frameworks and mechanisms at Brunel that play in the professional development of HE staff.
* The mechanisms at Brunel for defining and assessing the quality of teaching and the quality of learning (hefce/UKPSF/other)
* Brunel framework for recognition and rewarding teaching excellence (TEF/other)
* The various frameworks at Brunel for promoting students' learning and thinking skills (Inc.  Soft skills)
* Technology enhanced learning at Brunel
* The training mechanisms for lecturers in Assessment and Feedback methods, Active Learning, PBL & Team based Learning at Brunel

**Northampton**

* To provide an overview of Northampton’s work in L&T and the shift to [Active Blended Learning](https://www.northampton.ac.uk/ilt/current-projects/waterside-readiness/) (ABL)
* To engage in hands-on experience with the [CAIeRO](https://www.northampton.ac.uk/ilt/academic-development/caiero/the-caiero-process/) redesign workshop and associated strategies.
* To engage with how professional recognition and the [UKPSF](https://www.heacademy.ac.uk/download/uk-professional-standards-framework-ukpsf-pdf-708kb) operate in conjunction with [C@N-DO](https://www.northampton.ac.uk/ilt/academic-development/cn-do-and-hea-fellowships/), our staff development scheme.
* To familiarise ourselves with institutional structures for the development and support of excellence in L&T.

**Greenwich**

* To provide insights in current UK Higher Education policy and how institutions are responding to a market-led approach
* To explore the university’s professional development framework in relation to recognising and rewarding teaching with particular reference to the UK professional standards and teaching excellence frameworks
* To develop understanding of the university’s approach to Programme and Learning Design
* To appreciate ways in which cloud-based Technology Enhanced Learning can meet students learning beyond core services
* To consider what approaches can be used to develop a consistent approach to feedback and assessment across faculties, with particular emphasis on the role of formative feedback.

# Brunel University 1-day programme. 5th March

1000 – 1700 – Eastern Gateway Building, 4th Floor, Room 402

1800 – 2000 – Eastern Gateway Building, Ground Floor, Beldam Restaurant

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| Time | Topic |
| 1000 – 1030 | Coffee available and opportunity to network with Brunel staff |
| 1030 - 1045 | Welcome by Professor Andrew George, Deputy Vice Chancellor for Education and International.An introduction and overview of the University’s Education Strategy |
| 1045 - 1130 | Introduction to Programme Level Assessment at Brunel University – Professor Mariann Rand-Weaver, Pro Vice Chancellor for Quality Assurance and Enhancement |
| 1130 – 1145 | Coffee break and networking |
| 1145 - 1215 | Introduction to the Brunel Educational Excellence Centre (BEEC) and the University’s professional development models for academic staff – Dr Fiona Denney, Director, BEEC |
| 1215 - 1300 | The APEX continuous professional development framework at Brunel – Dr Martyn Clark, Head of Academic Practice, BEEC |
| 1300 – 1400 | Lunch and networking with Brunel staff |
| 1400 - 1430 | Teach Brunel Initiatives – Professor Bill Leahy, Deputy Vice Chancellor for Academic Affairs and Civic Engagement |
| 1430 - 1530 | Academic Skills Development and Transitions at Brunel – Monica Fernandes, Head of Academic Skills Development, BEECPeer Assisted Learning at Brunel – Andrew Williams, PAL Project Manager, BEECTransitions into Higher Education: HeadStart and the BTEC Project – Charlotte Thackeray, HeadStart Officer and Katie Osmon, Transitions Project Manager, BEEC |
| 1530 – 1545 | Tea break and networking |
| 1545 – 1630 | Digital Education at Brunel – Alice La Rooy, Head of Digital Education, BEEC |
| 1630 - 1700 | Final Q&A and close |
| 1800 | Dinner in the Beldam |

# University of Northampton 1-day Programme. 6th March

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| Time | Topic | Outline |
| 9:00 | Welcome, introductions, coffee | Guests welcomed |
| 9:30 - 11:30 | [Introduction to C@N-DO and the UKPSF](https://www.northampton.ac.uk/ilt/academic-development/your-professional-development/) Shirley Bennett, Head of Academic Practice | To find out what C@N-DO, Fellowship and the UKPSF can offer, review existing skills and experience. To reflect on possible transfer of the C@N-DO model to Israel. |
| 11:30-11:45 | Break |  |
| 11:45 - 13 | Tailored mini-CAIeRO & [Recipes](https://www.northampton.ac.uk/ilt/events/recipes-for-waterside-21-july-2016/) for [Active Blended Learning](https://www.northampton.ac.uk/ilt/current-projects/waterside-readiness/) (ABL)Alejandro Armellini & Learning Design Team | Ideas and challenges for teaching in ABL format. Exposure to CAIeRO facilitation and techniques |
| 13 - 13:45 | Lunch |  |
| 13:45 - 15 | Tailored mini-CAIeRO & Recipes for [Active Blended Learning](https://www.northampton.ac.uk/ilt/current-projects/waterside-readiness/) (ABL) continues | Ideas and challenges for teaching in ABL format. Exposure to CAIeRO facilitation and techniques |
| 15 - 15:15 | Break |  |
| 15:15 - 16:15 | How the system works at NorthamptonAlejandro Armellini & Learning Design Team | Familiarization with institutional structures for the development and support of excellence in L&T.Other projects |
| 16:15 - 17 | Plenary | Conclusions, lessons learned, reflections and next steps |

# University of Greenwich 2-day Programme. 7th March

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| Date & room | Topic | Outline |
| Council QA06309.00 | Welcome, introductions, coffee | Guests welcomed |
| 09.30 QA063 | Teaching excellence: recognition and rewardDavid Morris & Simon Walker | The UK government has recently introduced the Teaching Excellence Framework (TEF) with the aim to recognise and reward excellent learning and teaching (Department for Education, 2016), address student's expectations for value for money, and develop a competitive HE market. In June 2017 institutions were awarded a Bronze, Silver or Gold award based on specific benchmarked metrics and an institutional commentary. Inevitably, many questions and concerns remain and thus continue to be critically debated in the sector. This session will explore (a) the initiative and the emerging methodology and (b) examine how the University of Greenwich is responding and the implications for the sector.  |
| 11.00 | Break |  |
| 11.15QA063 | Programme and Course Enhancement (PACE)Emily Salines | Work on the design of programmes and courses that take into account the shifting needs of students is a ripe area for development. Recently the university have instigated the PACE intervention following the proposal for a new programme, or as part of a quinquennial review cycle. It is intended to support Heads of Department, Programme Leaders, and Programme and Course Teams to design high quality programmes and courses. Taken together, PACE comprises up to three workshops – one that is focused on programme development and two aimed at course development and Learning Design. The session will include an overall presentation of the PACE approach as well as a taster activity. |
| 12.30 | Lunch / Tour of the Painted Ceiling for Group 1 (<https://www.ornc.org/painted-hall-project>) |
| 14.00-16.00Room QA239 | Teaching excellence: staff development and recognitionSally Alsford, Danielle Tran | Teaching qualifications have been compulsory for all staff teaching at the University of Greenwich since 1999. Since then, a number of Higher Education Academy accredited schemes have been developed linked to new career pathways and international partnerships. This session will outline the different schemes available, how they link with wider dissemination of innovative practice across the university and wider HE/FE sector, and how they impact on learning. |
| 16.00 |  | Free evening |

University of Greenwich 2-day Programme. 8th March

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| Date & room | Topic | Outline |
| QA07509.00-11.15 | Technology enhanced learning (1)Martin Compton, Michael Downes, Viktor Krastev | Technology enhanced learning (TEL) is a useful umbrella term that can excite or terrify staff depending on their levels of confidence and awareness. If first exposure to TEL is a complex institutional system or piece of hardware or software, then this can have the capacity to reinforce some of the fears many people have. Universities have core systems but we also value the use of cloud-based tools to supplement and complement institutional tools. Lecturers can be engaged in the use of a range such tools which we have filtered according to three core criteria: Are they easy to use? Are they free (to try at least)? Are they fit for purpose? (pedagogically and in terms of engagement) This session will discuss some of the issues common to all educational institutions when diffusing innovation and encouraging the use of technology. It will feature a tour of some of the cloud-based applications that can be used to communicate, question, curate, present and collaborate. The session will conclude with a presentation about *Greenwich Explore*, the university’s MOOC platform, exploring the rationale for the initiative, the likely benefits for students and for the institution, and the implications for developing multimedia element and the shift to digital delivery.  |
| 11.30 | Break and Tour of the Painted Ceiling for Group 2 (<https://www.ornc.org/painted-hall-project>) |
| 12.00 -13.00QA063 | Technology enhanced learning (2)Timos Almpanis & Sally Alsford | Adobe Connect for Beginners (optional). The online workshop is a practical and hands-on session in which participants will experience aspects of Adobe Connect web conferencing system, first as a student/ participant and then from the perspective of a 'host'. It will include an introduction to the opportunities Adobe Connect offers in terms of teaching and learning for both academic staff and for students. Whilst we acknowledge wider debates about efficacy and appropriateness of online media for teaching and learning, this session will focus on the range of functions available, implementation and potential technical problems and solutions, with regard to the specifics of Adobe Connect. |
| 13.00 |  | Lunch |
| 14.00QA063 | Assessment & Feedback | Assessment is a powerful educational tool and key driver for promoting effective learning. However, it is often poorly understood, designed or practised. Increasing the amount of testing does not usually enhance learning. Teachers need to be exposed to assessments that have been shown to work well in improving learning outcomes and enhancing the wider student experience. This workshop will introduce findings from the TESTA initiative and explore some differences between *assessment of learning* and *assessment for learning. Participants will* consider practical ways to engage students and consider elements of design and representation of assessment at programme level and discuss how to make feedback effective. |
| 17.30 QA065 | Public lecture on Contemporary Issues in HE  | (This will be videoed for you to watch in your own time from Israel)Mark Leach - founder, Editor and CEO of Wonkhe. Future directions of UK Higher Education Policy :https://www.gre.ac.uk/about-us/faculty/eddev/study/open-lecture-series.  |

# Travel information

Brunel university: <http://www.brunel.ac.uk/about/finding-us>

Northampton uni: <https://www.northampton.ac.uk/about-us/contact-us/campuses/>

Greenwich University: <https://www.gre.ac.uk/about-us/campus>

Greenwich tourism: <http://www.visitgreenwich.org.uk/things-to-do/>

What’s on in London: <https://www.timeout.com/london/things-to-do/things-to-do-in-london-today>