



# Professional development for teaching

The Academy of Medical Sciences

28<sup>th</sup> March 2014

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King's College London

# KING'S *College* LONDON





# A knowledge hierarchy

Underlying discipline or basic science

Applied science

Skills and attitudes

So how does a profession gain prestige?



# Current issues - programme

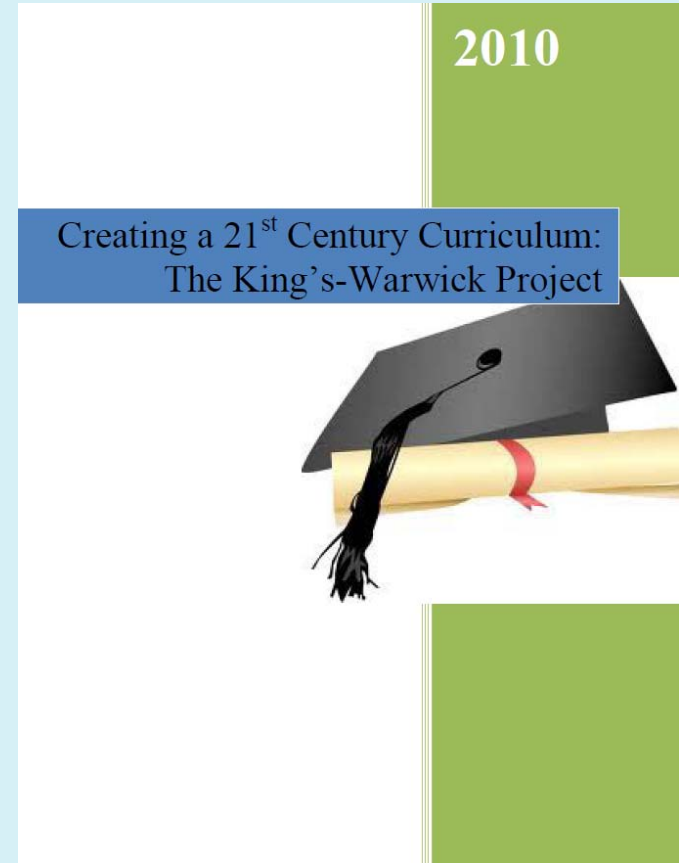
- Teaching or academic practice?
- Theory, practice and academic level
- Disciplines and professional groups
- Institutional mission and character
- U/g and p/g?



# Current issues - institution

- Location in institution
- Who teaches?
- Established staff (APL/CPD)
- Blended professionals / support staff
- How much is enough?





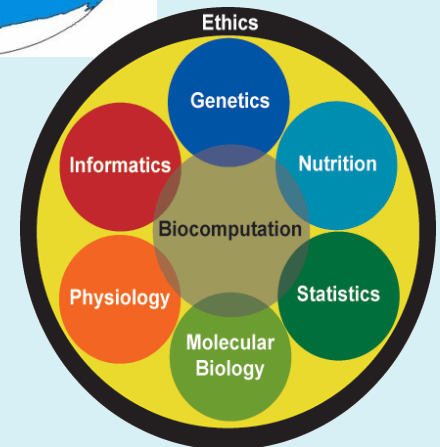
<http://kingslearning.info/kwp>

# King's Experience



All students to experience:

- Research-rich environment
- Interdisciplinarity
- Global connectedness
- Community engagement
- Academic literacy





# Students and learning

“... ensuring that students are partners in their learning rather than recipients or customers ... in sharp contrast to a contemporary rhetoric that promotes higher education as a service or business transaction”



# Programme at King'



Enhancing Academic Practice	30 (SD1)
PG Certificate	60 (SD2)
PG Diploma	60 (SD3?)
Master's	60 M level credits

.....in Academic Practice /Clinical Education

PhD in Higher education

READ CPD programme

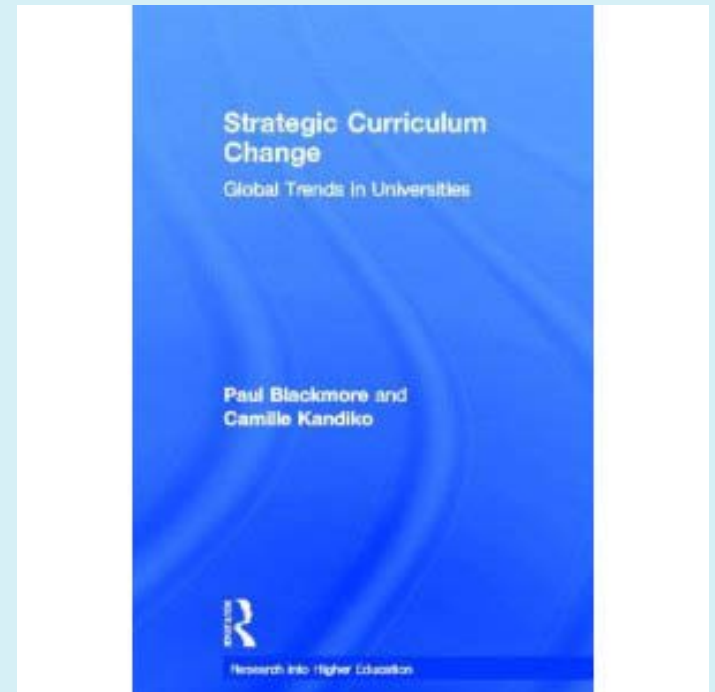
<http://www.kcl.ac.uk/study/learningteaching/kli/pc/index.aspx>

# Distinctive features



- Academically- and research-led
- Discipline-based groups
- Option modules:
  - Distinctiveness of experts' teaching
  - Leadership and management
  - Curriculum design - King's Experience

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# Teaching allocation...

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...and parity of esteem between  
research and teaching

Prof. Richard J. Reece  
Associate Vice-President



# Faculty of Life Sciences

- With >1,000 people involved in research, 2,200 UG students and an annual total budget of ~£80 million, FLS is one of the largest and most successful unified research/teaching organisations of its kind in Europe
- Close to 250 PIs working in all areas of Life Science research
- Over £120M in research grant funding
- Strong cross-disciplinary focus

# Faculty of Life Sciences

- Educates close to 3,000 students
- Degree subjects ranging from Anatomy to Zoology and everything in-between
- All four-year programmes accredited by Society of Biology
- Primarily responsible for the delivery of the non-clinical - phase 1 - medical curriculum for Manchester Medical School to an additional ~800 students

# FLS teaching contributions

- The AMS four guiding principles:
  - Allocation led by senior academic  
**Overseen by Associate Dean**
  - Discussion with the individual  
**Part of the annual P&DR process**
  - Account for other responsibilities  
**Recommendations individualised**
  - Transparency  
**Data available to all**



# FLS teaching contributions

The screenshot shows the Faculty of Life Sciences Intranet. The page is titled "Faculty of Life Sciences - Intranet" and includes a navigation menu on the left with options like "My Intranet", "Intranet Services", "Education", "Curriculum Management", "Education Board", "Teaching Contribution", "Teaching Contribution Management", "Undergraduate Degree Programmes", "Course Units (non-PBL)", "PBL Course Units", "Other Undergraduate Teaching", "Other Postgraduate Teaching", "Individual Staff", "Weightings", and "Education Committee Report". The "Individual Staff" section is active, displaying "Instructions" and a "Select Year and Staff" dropdown menu. A list of staff names is shown, including Bechtold, David; Bella, Jordi; Bensasson, Douada; Bergman, Casey; Berrisford, David; Bidey, Steve; Bishop, Paul; Blanch, Ewan; Boam, David; Bonshek, Richard; Boot-Handford, Ray; Boutin, Herve; Bowsher, Caroline; Bracci, Enrico; Breitling, Rainer; Brennan, Keith; Brough, David; Brown, Peter; Brown, Terry; Brown, Tim; Bruce, Jason; Buckley, Mike; Burke, Ron; Burney, Ian; Canal, Maria; Canfield, Ann; Cass, Kevin; Caswell, Patrick; Cavet, Jen; Chamberlain, Andrew; Chan, Sarah; Chan, Shiu-Wan; Chaudhry, Shazia; Choudhury, Bip; and Chua, Jacqueline. The page also features a search bar, a login status for Richard Reece, and a footer with links for "Disclaimer", "Privacy", "Copyright notice", "Accessibility", and "Comments and suggestions".



# FLS teaching contributions

## Select Year and Staff

Academic Year:

Teaching Staff:

Find

## FLS Undergraduate Degree Programmes

Record 1 to 1 of 1

Course	Academic Tutorials (deprecated)			Problem Paper Preparation (hours)	Marking		Delete
	Yr1 (groups)	Yr2 (groups)	Yr3 (groups)		Sp. Hons. (hours)	Non-unit (hours)	
Biochemistry				<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

## Course Units (non-PBL)

Record 1 to 4 of 4

Unit (x lecture weighting)	Lectures Taught (hours)	Practicals Attended (hours)	Field Courses (Organised and attended) (days)	Delete
BIOL20322, Cell Biology RSM (x4)	<input type="text"/>	<input type="text" value="15"/>		<input type="checkbox"/>
BIOL21121, The Dynamic Cell (x6)	<input type="text" value="6"/>	<input type="text"/>		<input type="checkbox"/>
BIOL31411, Protein Sorting (L) (x4)	<input type="text" value="6"/>	<input type="text"/>		<input type="checkbox"/>
BIOL40352, Cell Biology - Problem Paper (x4)	<input type="text" value="4"/>	<input type="text"/>		<input type="checkbox"/>

## E/PBL Course Units

Sorry, there are no matching results to display.

## Other Undergraduate Teaching

Record 1 to 1 of 1

Academic Tutorials			Undergraduate Personal Advisees (students)	Placements		Dissertation / PEP		Projects		Recruitment Interviews (quota)	Emendation (member)	Delete
Yr1 (groups)	Yr2 (groups)	Yr3 (groups)		Reports (no of)	Visits (no of)	1st Marker (student)	2nd Marker (report)	1st Marker (no of)	2nd Marker (no of)			
1		1	21	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="checkbox"/>

## Other Graduate Teaching

Sorry, there are no matching results to display.

## Miscellaneous Teaching

Sorry, there are no matching results to display.

Add Misc Teaching

Save Reset



# Clear quality benchmarks

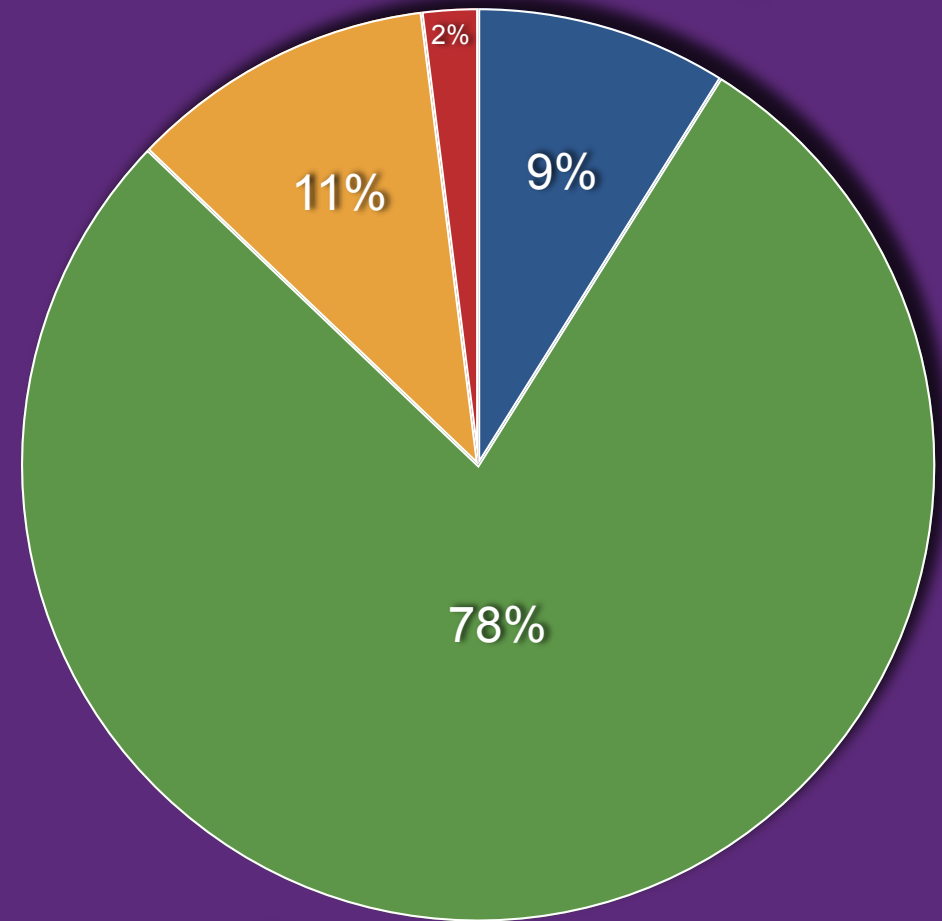
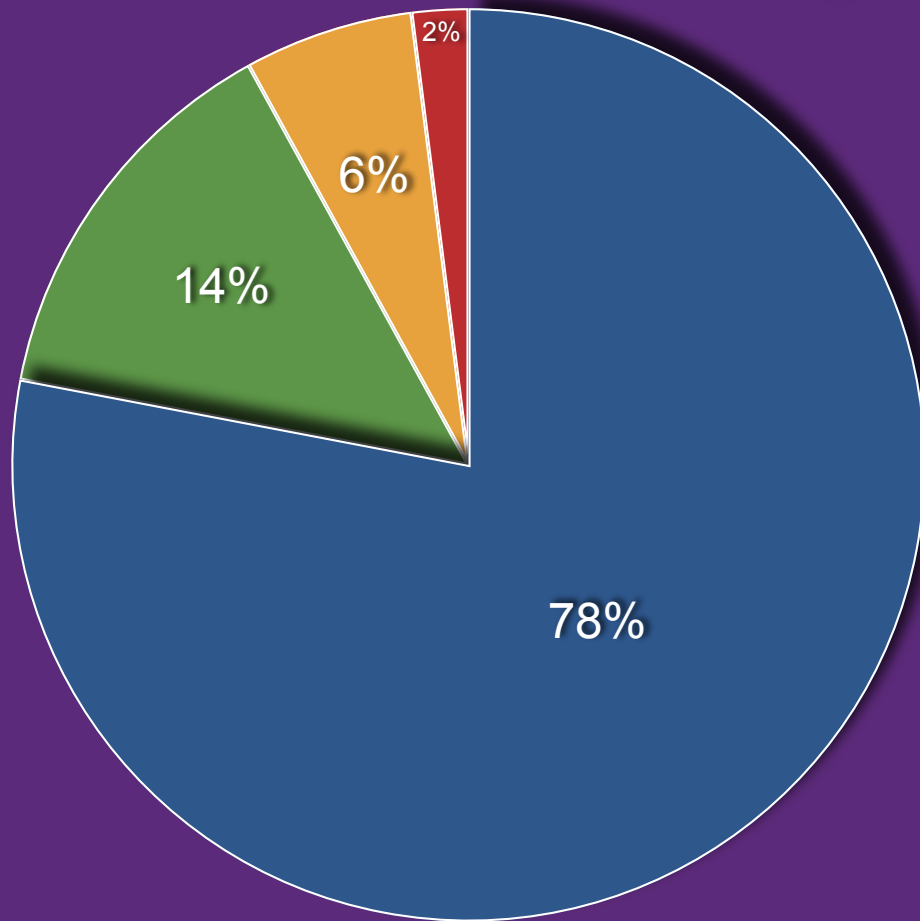
## Teaching and Research

- Could be argued that the primacy of research is unequivocal
- Research is the leading 'product' of a university and the source of all that is taught
- Teaching only of local importance as it just affects one institution's students
- An equal nexus between teaching and research, or first rank for research?

Only a competency floor??

# Research/teaching excellence

- Difference in expectation and perception



● Yes ● No ● Don't know ● No response

University of Manchester staff survey 2012 - 623 respondents

# Research/teaching excellence

## There is parity

- Promotion
- Workload allocation
- Messages from senior management
- Focus on student satisfaction

## There is not parity

- Promotion
- Deployment of staff in teaching
- Management and leadership
- Culture and publicity

- *'Our reputation depends on research, seeking parity of esteem may be detrimental'*
- *'Students come for the research reputation, not the teaching reputation'*
- *'Research is more important for an individual's job opportunities elsewhere'*

# Teaching excellence

- In 2010, ALL academic staff within the university are graded as L, SL, (R) or P in one of three categories:
  - Research-focussed
  - Research and teaching
  - Teaching-focussed



# Promotion criteria

- Teaching and Research
  - Research
  - Teaching & teaching-related activities
  - Knowledge and technology transfer
  - Service and leadership
- Teaching-focussed
  - Teaching & teaching-related activities
  - Knowledge and technology transfer
  - Service and leadership
- Teaching activities - internal & external
- Evidence of excellence - not simply doing the job



# Lessons learned

- Do not allow default position of research-inactive (or waning) academics to be teaching only
  - Teaching-focussed staff must be excellent at it, and want to do it
  - Not all researchers will be good teachers and *vice versa*
- **Talk the talk**
  - Ensure that policies and procedures do not favour one activity over another
  - Measure what you can, but have faith in the judgement of colleagues - robust peer review, student feedback *etc.*

# Lessons learned

- Do not allow default position of research-inactive (or waning) academics to be teaching only
  - Teaching-focussed staff must be excellent at it, and want to do it
  - Not all researchers will be good teachers and *vice versa*
- **Walk the walk**
  - Actions speak louder than words
  - Buy-in from all levels of management that teaching really matters to the institution

# Lessons learned

- Defining, and appreciating, excellence is key to ensuring ensuring institutional focus
- Individual contributions to the workings and functioning of the institution can be in research, or teaching, or both
- Allow individuals to develop according to their strengths and desires

# Research/teaching excellence

- Can co-exist, but require careful attention and significant effort to do so
- Faculty of Life Sciences

RAE	Score	Scale
1986	Average; Below Average	Below average, Average, Above average, Outstanding
1989	2; 2; 3; 3	1-4
1992	3; 3; 4; 4	1-5*
1996	4; 4; 5	1-5*
2001	5; 5*	1-5*
2008	Biol. Sci. (107 staff): 20% - 4*; 40% - 3* Pre-clinical (72 staff): 20% - 4*; 45% - 3*	4* - World leading 3* - Internationally excellent 2* - Internationally recognised 1* - Nationally recognised

Year	Average NSS Q22 score
2008	91%
2009	89%
2010	93%
2011	90%
2012	92%
2013	92%



# Improving the status and valuation of teaching at Bristol

Fiona Ford – Head of Organisational Development and  
Deputy HR Director





# Our Journey so far.....

- **Creation of our three ‘academic pathways’ in 2007 – P1- Research and Teaching; P2 - Research; P3 - Teaching and Scholarship**
- **Creation of the differentiation between Promotion and Progression**





# Our Journey so far.....

## **Academic Progression**

- 'Progression' is the procedure giving individuals in progressable roles the expectation of being moved to the next role profile level within the academic career pathway framework provided performance is acceptable. Progression applies to movement from Lecturer up to and including the equivalent of Senior Lecturer
- All roles on Pathway 1 are automatically progressable up to Senior Lecturer, but this will vary for roles on Pathway 2 and 3 according to the role in question.

## **Academic Promotion**

- 'Promotion' is the procedure giving an individual the opportunity to move within the academic career pathway framework to the levels of Reader and Professor (or equivalent) on the basis of peer reviewed achievement.
- This involves providing evidence of the relevant level(s) of excellence required for the pathway/profile in question. For all pathways, the case for overall excellence must be considered 'in the round', taking due account of teaching, research and academic leadership and citizenship.



# Academic Staff Career Pathways - 2007

Profile  
Level

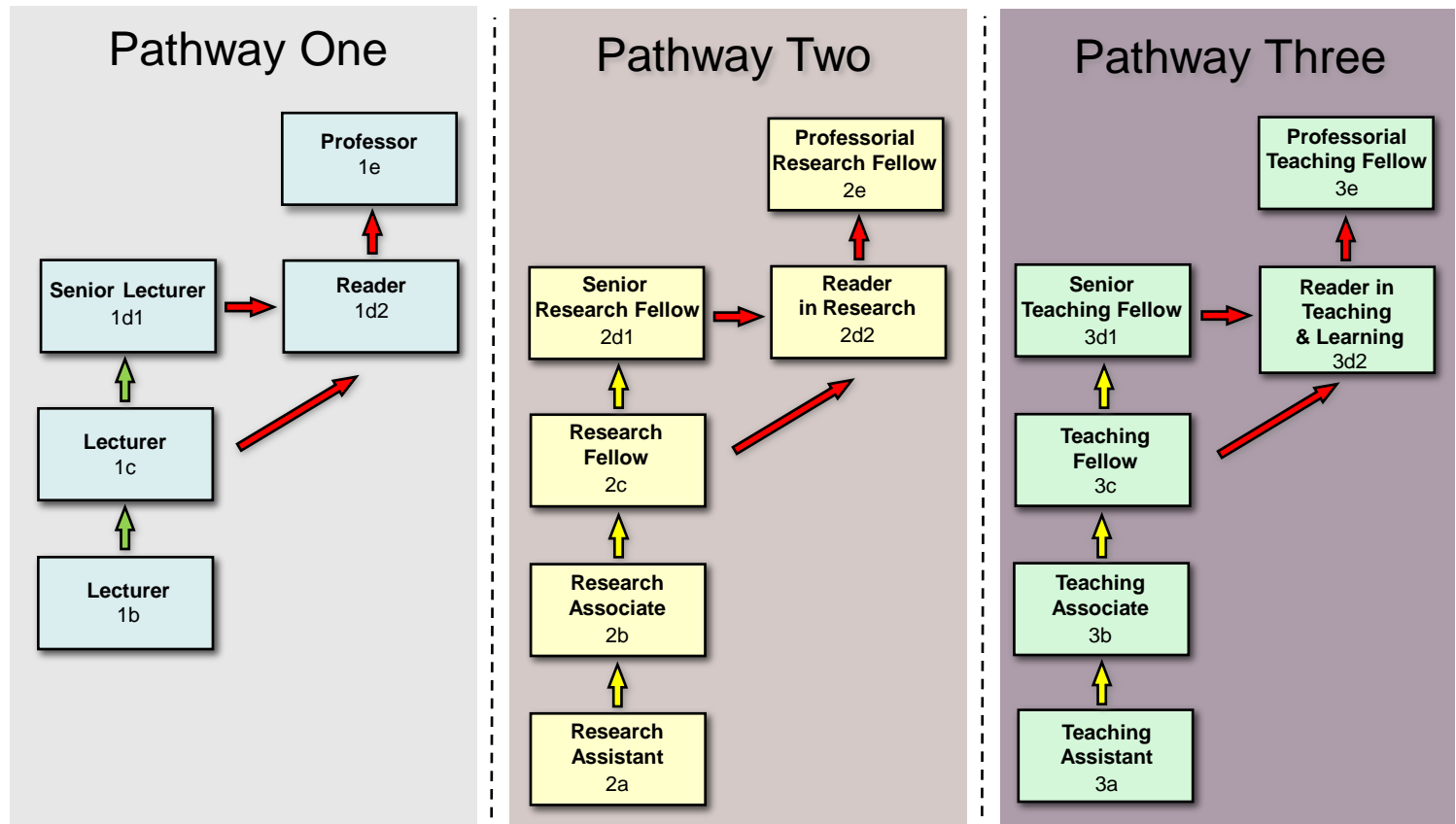
e

d

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a



↑ Progression

↑ Progression when role available

↑ Promotion

# Our Journey so far.....

- **In 2013 we amended our recruitment and selection requirements to include presentation of an UG or PGT lecture to students, for all interviewees for posts on Pathway 1 and Pathway 3;**
- **Also revised to include the requirement for a teaching reference**



# Our Journey so far.....

- Reviewed and refined Promotion and Progression criteria to enhance the focus on excellent teaching, in particular on leadership of and innovation in teaching
- The establishment of the Bristol Teaching 'Golden Apple' Awards for outstanding contribution to teaching and support to students
- Established University Teaching Fellowships
- Removed the differentiation in job titles on Pathways 2 and 3 at Reader and Professorial level



# Academic Staff Career Pathways - 2013

Profile  
Level

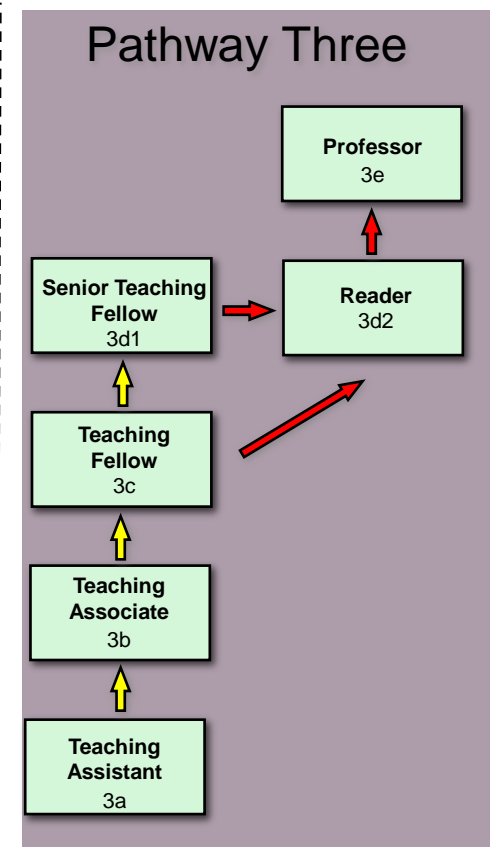
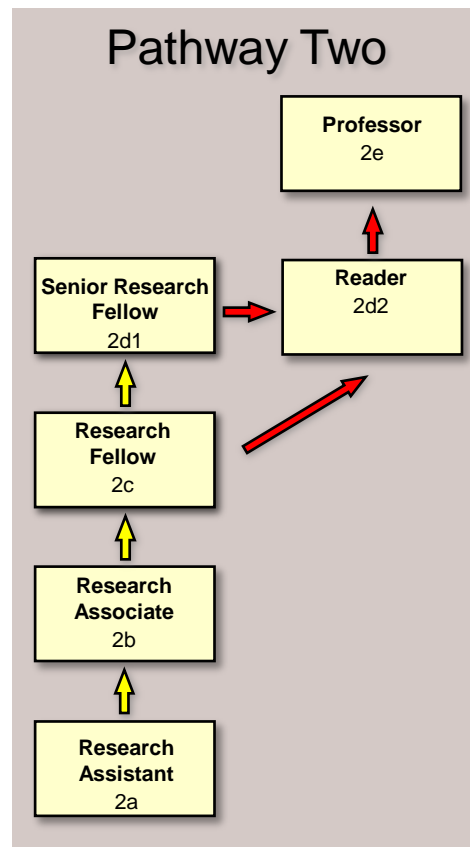
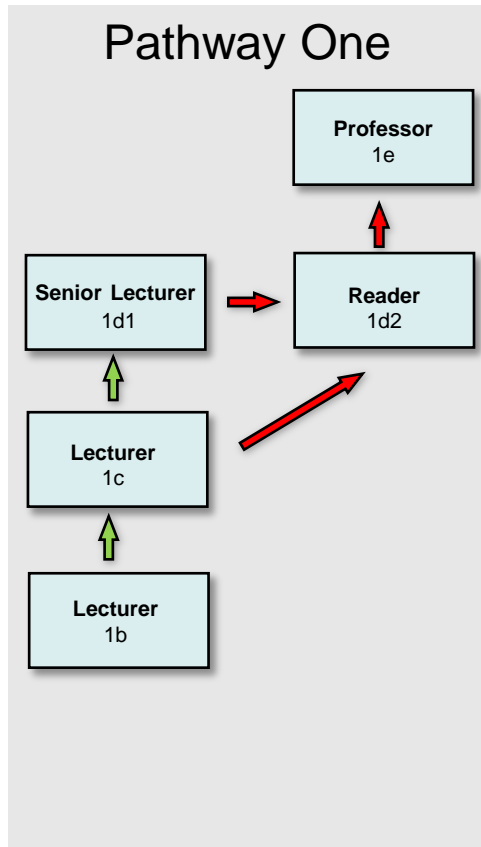
e

d

c

b

a



↑ Progression

↑ Progression when role available

↑ Promotion

# Our Journey so far.....

- **Creation of our ‘Academic Staff Development’ Unit within HR and the development of a new Academic CPD Scheme which will aim to:**
  - Reinforce the interplay between excellent teaching, research and scholarship
  - Provide high quality induction for new academics
  - Provide high quality and relevant support for new academics in the effective delivery of teaching and learning for students
  - Focus on practice-based learning, peer observation/review and provide a high level of mentoring support
  - Provide an on-going CPD framework to encourage on-going innovation and creativity in teaching
  - Continue to deliver across the field of research skills development
  - Encompass leadership development for academic staff
  - Achieve synergy in training and development activity for academic staff





# The Journey ahead.....

- **Enhancement of our on-line Staff Review and Development tool with the aim of bringing together information on all academic activities to inform discussions**
- **Review of Academic Workload Policy – no intention to impose a single workload model but need to ensure that models work at a local level and give due recognition for all aspects of workload**



# The Journey ahead.....

- So, some incremental steps in the right direction, but.....
- .....still some way to go.....
- .....and how will we know when we have arrived?

