Debating the future: What next for teaching in higher education in the UK?

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Excellence in Teaching and Learning Conference

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The Higher Education Academy

Recent focus on teaching in HE

- Browne Review
- Forthcoming White Paper
- Scotland: ‘Building A Smarter Future’ Green Paper; ‘Curriculum for Excellence’ reform
- Wales: ‘For Our Future’

The Higher Education Academy

- **Sector body** responsible for working with HEIs to shape and enhance learning and teaching in UK HE
- Raising the status of teaching
- Supporting and championing teaching

The Higher Education Academy

How?

- Accreditation and recognition
- Change Academy programmes
- Workshops & seminars
- Research and surveys
- Awards inc. NTFS
- Generic & discipline focus

……. AND MUCH MORE

What next?

Dimensions of Quality: Professor Graham Gibbs (2010)

- Teaching makes the single biggest contribution to student outcomes
- Process variables make the biggest difference to educational outcomes
- Class size, level of student effort & engagement, quality of feedback to students, **who undertakes the teaching** = valid process indicators.

Survey evidence

- **HEA's Postgraduate Taught Experience Survey 2010**:

83% said experiences had been met or most exceeded in the area of quality of teaching and learning.

- **National Student Survey 2010**:

83% are satisfied with the teaching on their course.

Survey evidence

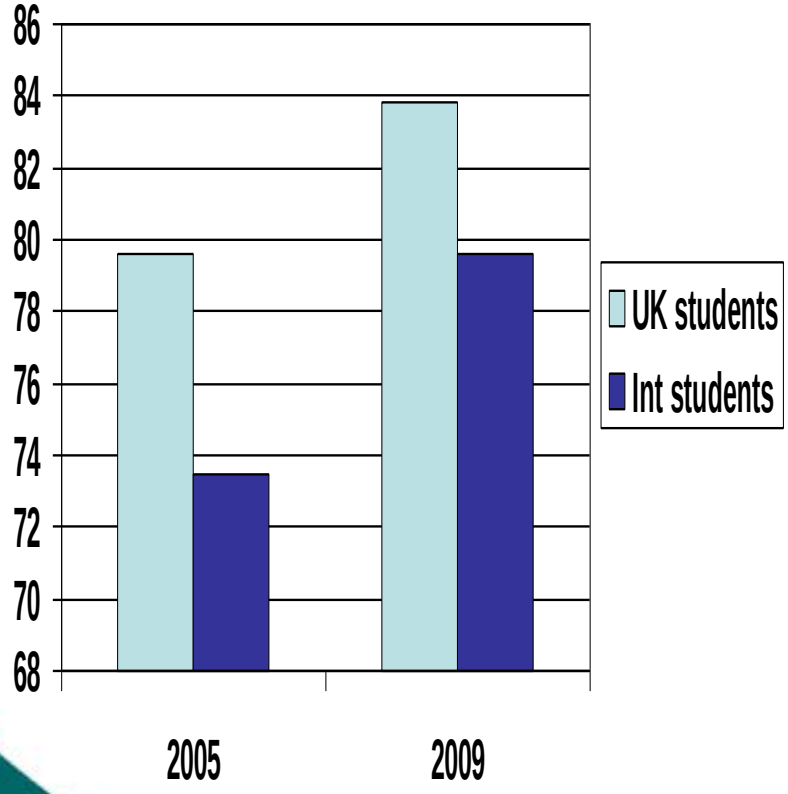
- **HEA Postgraduate Taught Experience Survey 2010**: Only 56% agreed that ‘I received **feedback** in time to allow me to improve my next assignment’; only 58% agreed that ‘**feedback** on my work has helped me clarify things I did not understand’.

- **NSS 2010**: scores for **assessment** and **feedback** lowest out of all categories: only 67% said they were satisfied.

Teaching International Students Project (TIS)

- **Unclear expectations**: don't know the 'rules'
- Lack required **background knowledge**
- **Language** issues
- **Assessment** issues
- Difficulties participating and making **friends**
- Do achieve but **need support** and **understanding** (from lecturers, home students, co-nationals, wider community
- (Source: Janette Ryan, presentation for 'Going Global' Conference, Hong Kong, 10-12 March 2011)

Q3: Staff are enthusiastic about what they are teaching (Source: Janette Ryan, presentation for 'Going Global' Conference, 10-12 March, 2011)



- In 2005 73.5% of IS and 79.6% of UK students were satisfied
- In 2009 79.6% of IS and 83.8% of UK students were satisfied
- Differences in satisfaction between UK and International students have decreased from 6.1% in 2005 to 4.2% in 2009

Internationalisation of higher education

- International students on UK campuses almost 1 in 5 (22.9% increase 2010: *UUK*)
- Income £25.4b (*The Economist* 5/8/2010)
- Increasing competition globally for international students
- 3 million international students worldwide
- Importance of perceptions of **quality** (and reputation)
- Challenges and opportunities for teachers and students

(Source: Janette Ryan, presentation for 'Going Global' Conference, Hong Kong, 10-12 March 2011)

Campuses abroad

- Total number of students = 388135, of which:
- Overseas campus of reporting HEI = 9885
- Other arrangement including collaborative provision = 68595
- Distance, flexible or distributed provision = 112385
- Overseas partner organisation = 197205
- Other arrangement = 65
- Source: *International higher education in facts and figures (*UK HE International Unit, Summer 2010

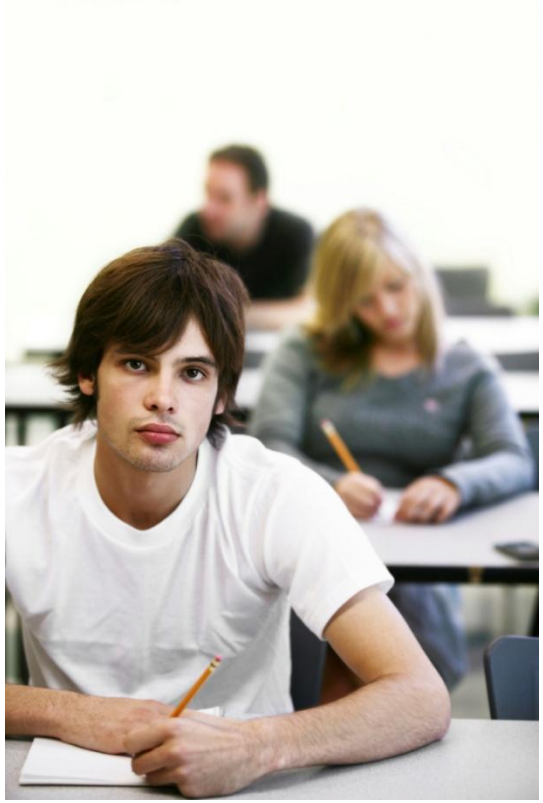
International students: Economic importance

- Personal (off-campus) expenditure of in students attending UK universities in 2007/08 = £2.3 billion. Equivalent to 14% of all UK receipts from overseas visitors to the UK for the year 2007
- International student expenditure generated almost £3.3 billion of output across the economy and over 27,800 jobs
- (Source: *The impact of universities on the UK economy*, Universities UK briefing paper, November 2009)

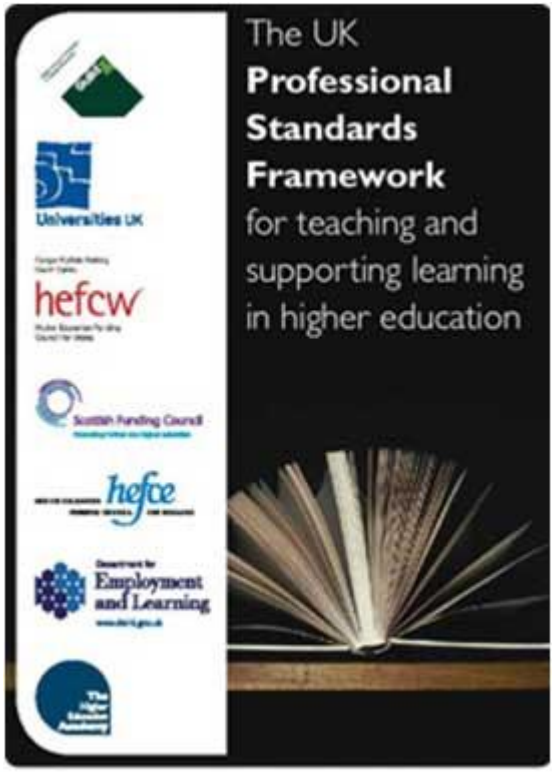
Professionalisation of teaching

Professional recognition =

- Benchmark for individuals
- Reassurance for students and the public



UK Professional Standards Framework



- Owned by sector
- Managed by HEA
- UK-wide set of descriptors
- Initial & CPD
- Flexible
- One of many routes to accreditation

Qualifications for HE teachers?

- UKPSF consultation showed broad general support
- ‘One size fits all’ not appropriate
- Potential to be a key indicator of UK HE’s commitment to teaching and supporting learning in higher education

International perspectives: Australia

- Australian Learning & Teaching Council (closed)
  - National Teaching Quality Indicators Project
  - Teaching Quality Framework
- University of Western Australia reward and recognition project (funded by ALTC)
  - Brought teaching quality into key discussions and planning.
  - Moved thinking beyond individual style to a systemic consideration of quality.

AUSTRALIAN LEARNING & TEACHING COUNCIL

Promoting excellence in higher education

International perspectives
United States

- US National Science Foundation “Broader Impact” made a condition of research grant funding
  - Dispel myth of teaching/research conflict
  - Embraced as necessary for career success
  - Pedagogy discussions at research seminars and conferences
  - Science leaders now recognise that excellent teaching increases scientific achievement
- Provide a model for UK?

National Science Foundation
WHERE DISCOVERIES BEGIN

USA

Comment on Guardian HE Network:

“British HE should follow the lead of the US and start to take teaching seriously. Otherwise, now that the financial cost is not terribly different, I expect the savvy UK students will start to go elsewhere for their higher education.”

International perspectives Germany

- €2 billion, ten-year investment in university teaching (reported in THE, 10.02.11)
- Quality Pact for Teaching, concerns about Bologna
- Teaching staff to be offered ‘traditional professional upgrading courses’
- Minister Annette Schavan: “We want more recognition of the value of university teaching

Reward and recognition

- Research by the HEA and the University of Leicester’s GENIE CETL
- Research performance, not teaching, that is emphasised in most university promotion policies for academics.

In summary

- Professionalisation of teaching, including its reward and recognition, can help to retain the quality of teaching, now and into the future.

- Qualifying teachers needs to be looked at as part of a package of measures that raise the status of teaching

Tall order, but……

In summary

……There are 2.4 million students enrolled in UK higher education – students from all over the UK and from all over the world – who deserve excellence in teaching and learning.

Any questions?