

# Excellence in Teaching & Learning in Higher Education Conference

**The  
Higher  
Education  
Academy**

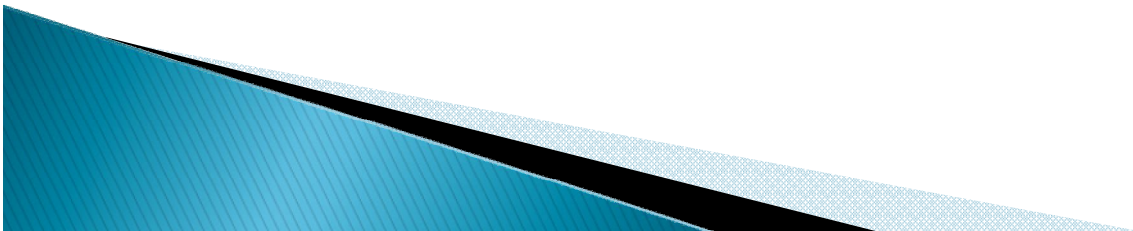
## ‘Recognising Success’

**Professor Sue Law  
Higher Education Academy**

**26 May 2010, London**

**Success** is the ability to go from one failure to another without losing enthusiasm.

Sir Winston Churchill

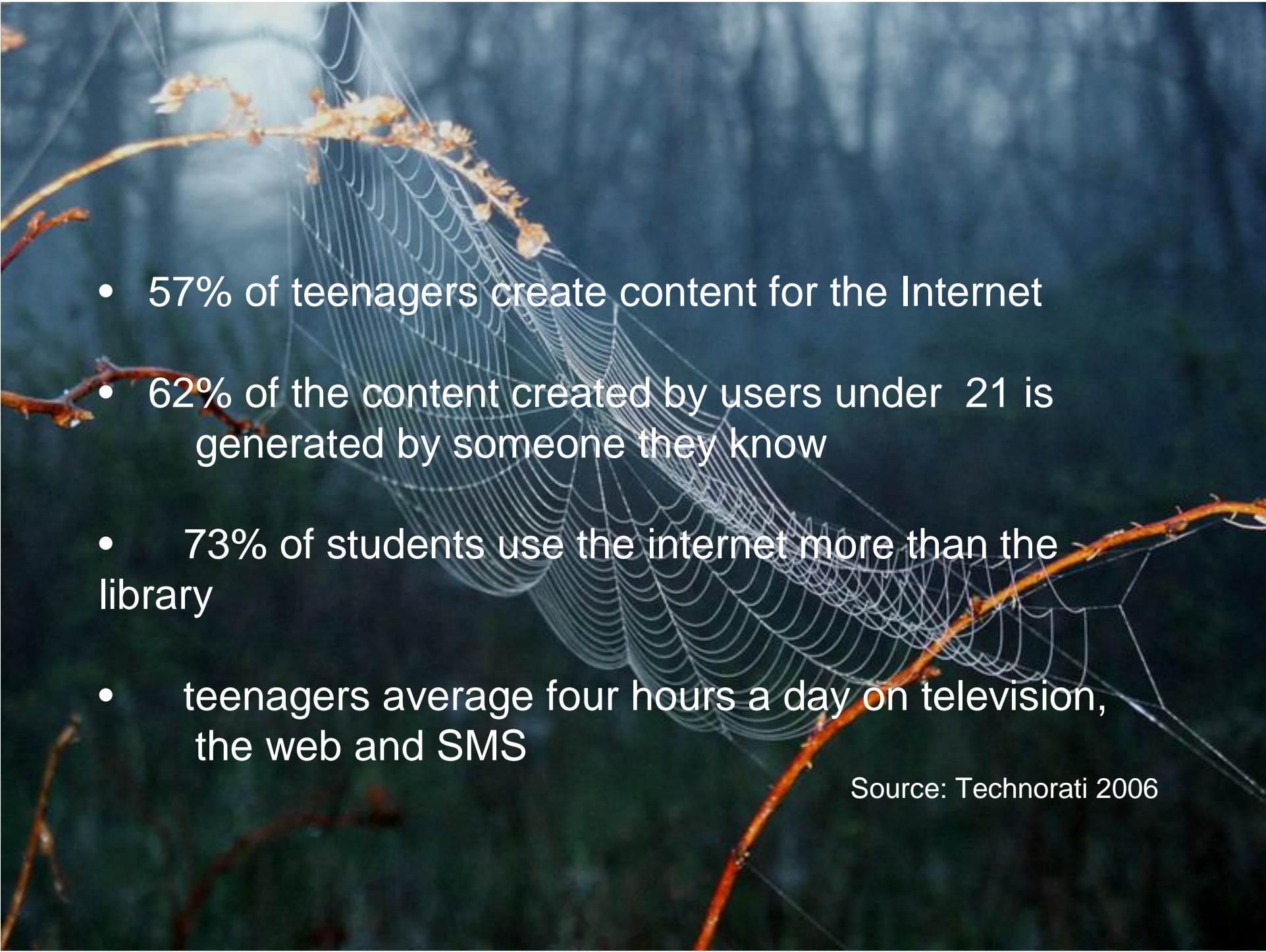


Eighty percent of **success** is  
showing up.

Woody Allen





- 
- 57% of teenagers create content for the Internet
  - 62% of the content created by users under 21 is generated by someone they know
  - 73% of students use the internet more than the library
  - teenagers average four hours a day on television, the web and SMS

Source: Technorati 2006





# ‘Mickey Mouse’ degrees.....?

“To me, the only Mickey Mouse degree is one that’s mediocre, or sloppy, or lacking rigour and depth. Beyond that, I’m not going to judge what people study or what colleges and universities offer. Diverse provision of a high quality can only be a good thing. My aim is to make sure that students have all the information they need to make a well-informed decision about the value of a course.”

David Willetts,  
Minister for Higher Education: BIS, May 2010



# **‘Benefits not readily measured....’**

“But that’s by no means the whole story, and I would never make the mistake of presuming it was.

For there is enormous value in further and higher education which just cannot be captured by utilitarian calculation – benefits which are not readily measured as ‘patents registered’ or ‘spinouts floated’.”

David Willetts,  
Minister for Higher Education: BIS, May 2010



“Never mind the width...  
Feel the *quality*.....”



# Recognising Success

## The Student Learning Experience



# The Academy's vision...

“...is for students in UK higher education to enjoy the highest quality learning experience in the world”

Higher Education Academy vision



# The Student (Learning) Experience

- **‘Learner’**
- **‘University Citizen’**
- **‘Active partner’**
- **‘Local Resident’**
- **‘Critical friend’**
- **‘Networker’**
- **‘Consumer’**
- **‘Scholar’**
- **‘Ambassador’**
- **‘Researcher’**
- **‘Co-producer’**
- **‘Peer tutor’**

# Inspiration...

- ❑ When asked ‘what motivates you to learn?’ the most popular student response was ‘**an inspirational lecturer**’
- ❑ “Students are particularly positive about lecturers who manage to **convey their enthusiasm** for a subject area, **captivating and engaging** the students, and **inspiring them** to discuss and research the topic area.”

NUS Student Experience Report, 2008





# Good news...

- ❖ 75% students enjoyed their university experience
- ❖ 85% of students rated their teaching/learning experience as good or excellent.
- ❖ 57% of students were keen to be involved in shaping the content, curriculum or design
- ❖ (...But only 23% of students felt involved in shaping their education)

NUS Student Experience Survey, 2008



# Recognising Success

## ***Student learning***

- ▶ NSS for Enhancement
- ▶ Postgraduate Taught Experience Survey (PTES)
- ▶ HEA-NUS Student Engagement Project

## ***Teaching***

- ▶ UK Professional Standards Framework (UKPSF)
- ▶ Reward and Recognition for Teaching
- ▶ National Teaching Fellowships

# Recognising Success

## NSS for Enhancement



# NSS: enhancing success

- ❑ National Student Survey (running since 2005)
- ❑ Satisfaction rates consistently above 80%
- ❑ NSS data research shows some striking disciplinary differences exist (Marsh and Cheng, 2008)
- ❑ Key NSS benefit is as a stimulus for development
- ❑ HEA - growing use of NSS as enhancement tool *within disciplines* for collaborative learning
- ❑ NSS Enhancement work – e.g. via Academy's Subject Centres (e.g. Economics, Maths, Art, Design & Media, Education etc.)



# ADM example:

- ▶ Art, Design & Media (ADM) Subject Centre: investigating reasons for low scores in e.g. Assessment & Feedback, Organisation & Management ratings
- ▶ ADM NSS research review (Mantz Yorke): led to creation of a *shared* approach via evidence-based action plan, with clear disciplinary and cross-institutional focus aimed at targeting specific aspects of the learning experience.

**Recognising Success**

# **Postgraduate Taught Experience Survey (PTES)**



# Postgraduate Taught Experience Survey (PTES)

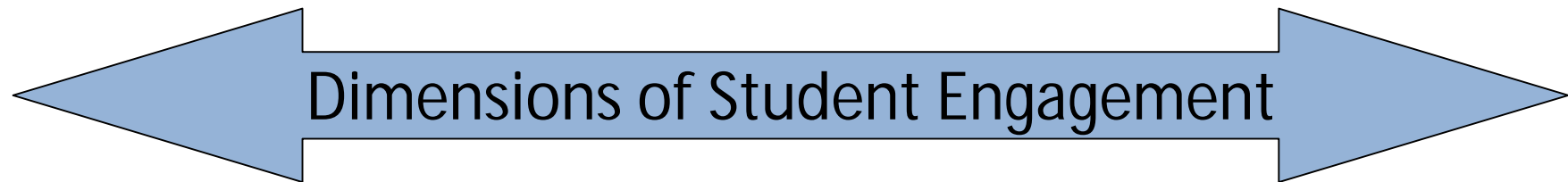
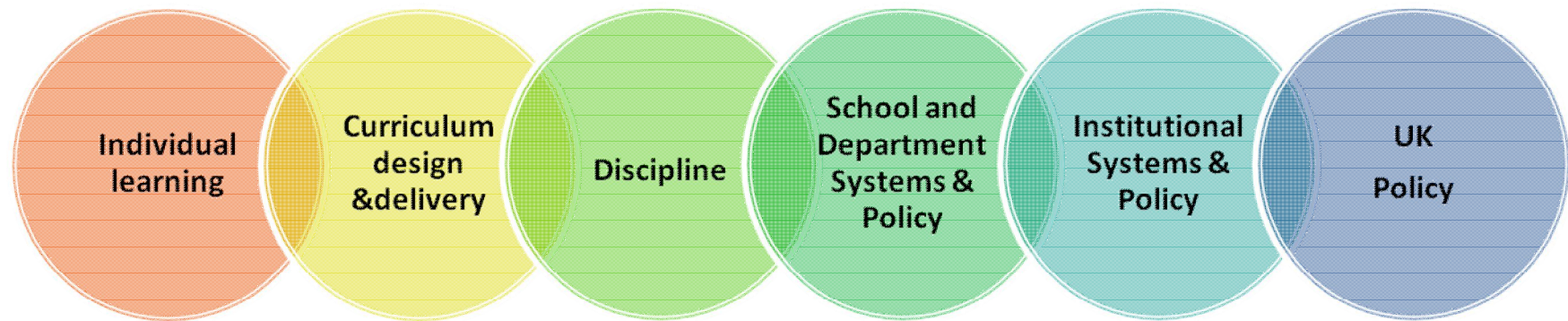
- ✓ Extensive picture of UK PG learning experience
- ✓ PRES = *PG Research*; PTES = *PG Teaching*
- ✓ **PTES**: piloted in 2009 with 30 HEIs; 14,500 students
- ✓ 2010 first full year: 77 HEIs; 28000+ students (so far)
- ✓ Student-centred, enhancement-led
- ✓ Voluntary, cost effective, flexible (free to BOS users)
- ✓ Data confidential to institutions; not shared with third parties; scope for benchmarking
- ✓ Agreed core questions plus optional ones
- ✓ HEA Forum: good practice, case studies, networks etc

# Recognising Success

## Student Engagement (HEA-NUS)



# Student Engagement Spectrum



# The Academy's SE work...

- ▶ Focus on specific aspects of 'the student engagement spectrum'
- ▶ Contributions to National Student Forum
- ▶ Support for Student Learning & Teaching Network
- ▶ Joint HEA/NUS project - generating good practice case studies to help HEIs incorporate the 'student voice' at a strategic (and operational) level

**Recognising Success**

# **UK Professional Standards Framework**



# Professional Standards Framework

- Focus on Professionalisation of Teaching and Learning in HE – stems from 2003 White Paper
- Increasingly mandatory within institutions
- Flexible – allowing adoption of ‘local’ approaches
- Currently 133 HEIs are UKPSF accredited
- 333 accredited schemes (including 16 CPD)
- 83% of HR Directors in 2009 HEFCE survey said UKPSF has a positive impact
- 2010: HEA will conduct Review of PSF on behalf of the sector – include some focus on Recognition



# Recognising Success

## Reward & Recognition of Teaching

GENIE



# GENIE-HEA Research Report

**‘Reward & Recognition of Teaching in Higher Education’**

Research included:

- Survey of HEI promotion policies & criteria
- An analysis of impact (e.g. numbers promoted)
- An online survey of academic perceptions
- A series of interviews

(GENIE-HEA Interim and Final Reports: Feb & Dec 2009)

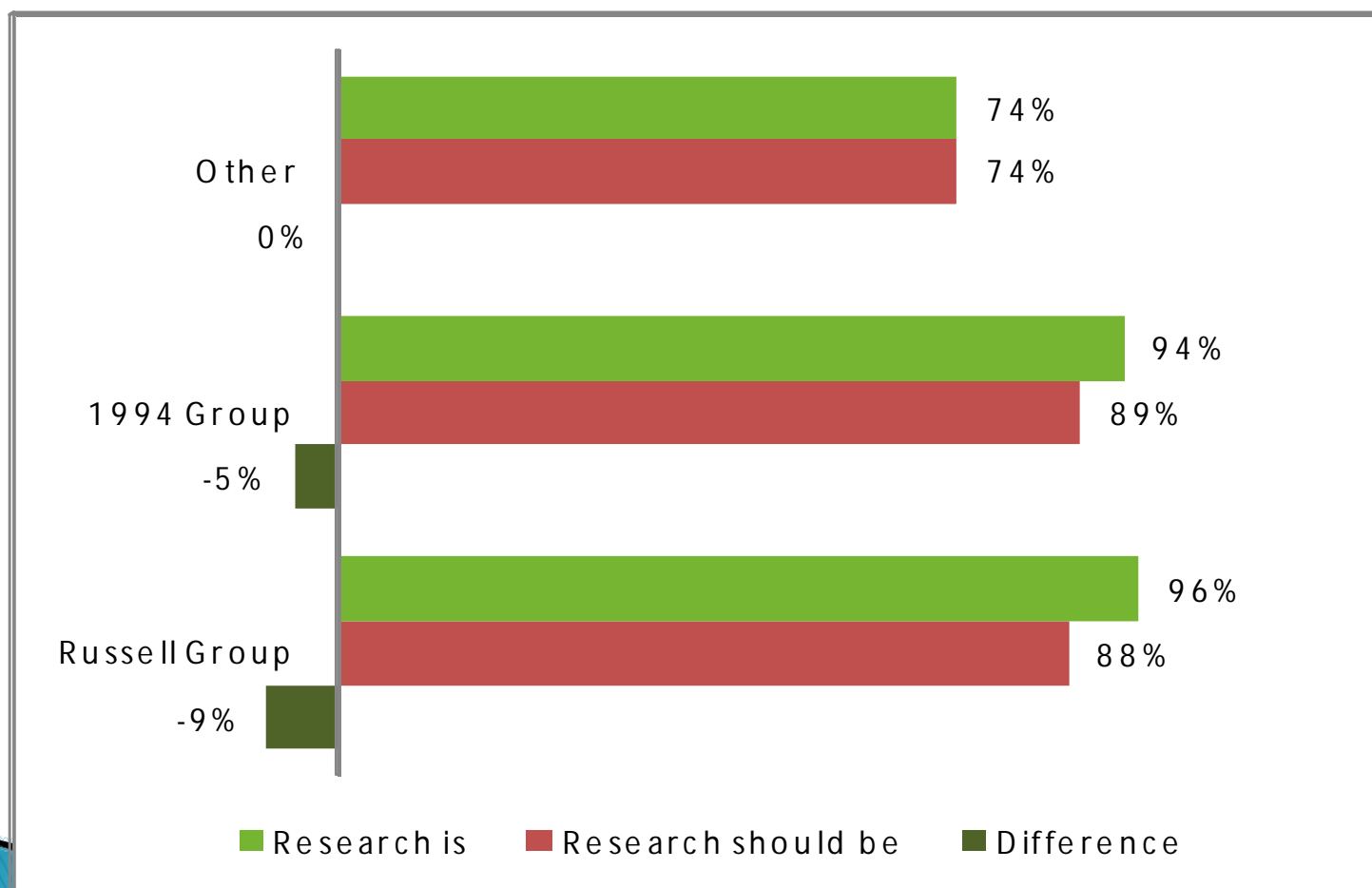


# Institutional Policy and Practice

- ❑ 104 HE institutions surveyed in the research
- ❑ All 104 included *research criteria* in promotion policies
- ❑ Only 73 included *teaching criteria* in promotion policies
- ❑ Only 46 could provide data about *promotions which had incorporated teaching* as a component
- ❑ *Very few promotions to senior posts* in the more research-intensive universities where teaching was a component

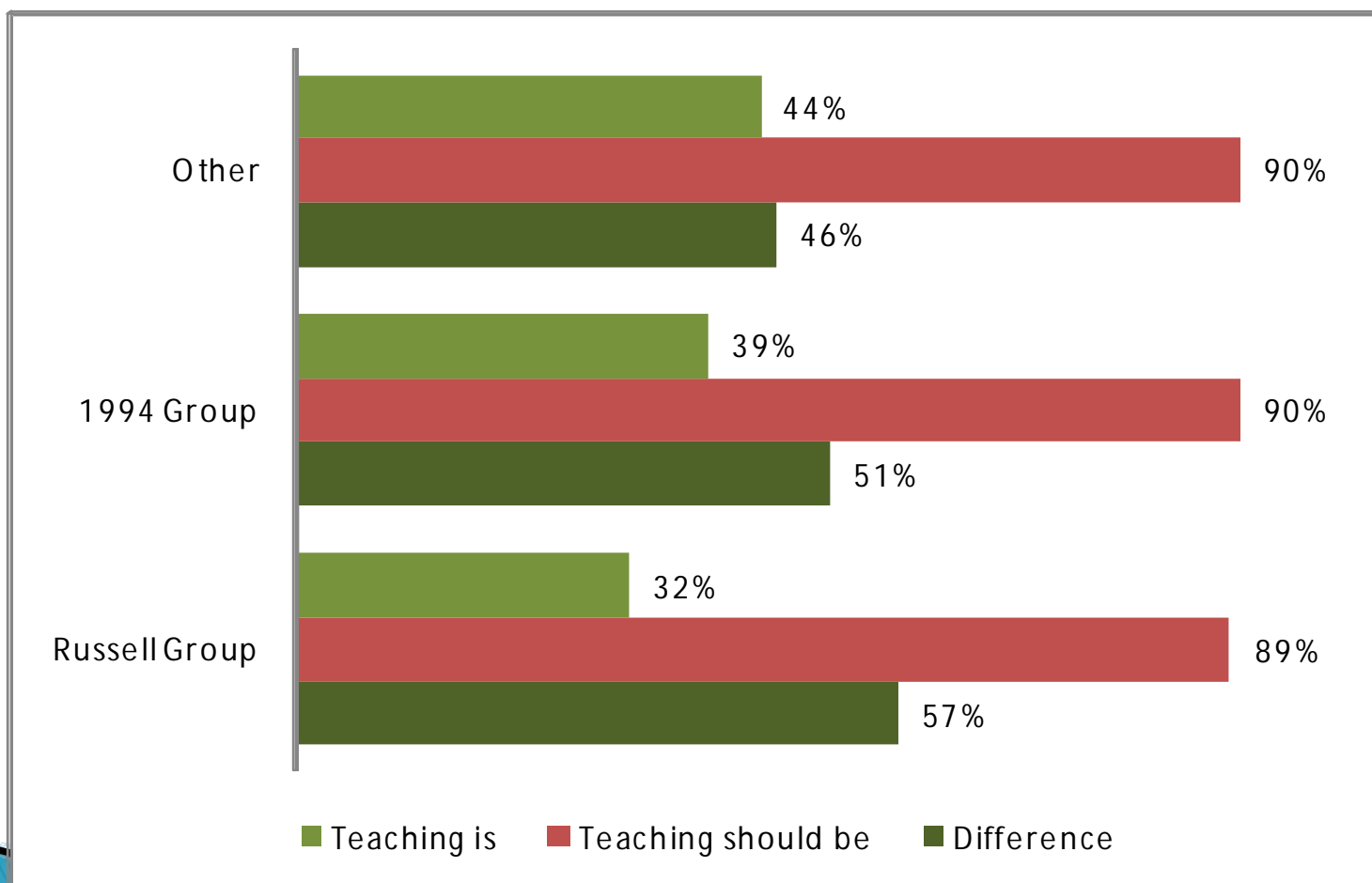
# Research & Promotion

In your department /faculty, to what extent are the following regarded as important for promotion?  
How important do you think they should be? (% somewhat important+important+very important)



# Teaching & Promotion

In your department /faculty, to what extent are the following regarded as important for promotion?  
How important do you think they should be? (% somewhat important+important+very important)



**Recognising Success**

# **National Teaching Fellowship Scheme (NTFS)**





# ‘the only former VC to have the honour’

“I am immensely proud to be a National Teaching Fellow (from 2008). I believe I am still (....this is the answer to a pub quiz question...) the only former Vice Chancellor (of the University of Brighton between 1990 and 2005) to have the honour. I know I am the only former chair of the NTFS Advisory Panel (2003-2005) to have been selected.

In 2006 I was privileged to be invited to present the newly inaugurated Teaching Awards at the University of Oxford. I concluded my introductory speech as follows: *‘After many years in the business I remain convinced that being an effective teacher is high up on the list of intangible benefits that attract bright women and men into academic careers’.*”

Professor Sir David Watson, April 2010



# Recognising Success

## ‘Communities of Learners’

# ‘Communities of Learners’

“Universities are **communities of learners**, whether those learners are astrophysicists examining matter in the far reaches of space or freshmen new to an expanded universe of learning. The shared goals of investigation and discovery should bind together the disparate elements to create a sense of wholeness.”

Boyer Commission,  
Reinventing Undergraduate Education, 1998, p9



# ‘Active partners...’

“There is abundant evidence that the most effective higher education environments are ones in which students are diligently involved as part of a **community of learners**.

As part of this engagement, they **work together with academics** to enhance teaching, assure quality and maintain standards.

In these contexts, they understand themselves as **active partners** with academic staff in a process of continual improvement of the learning experience.”

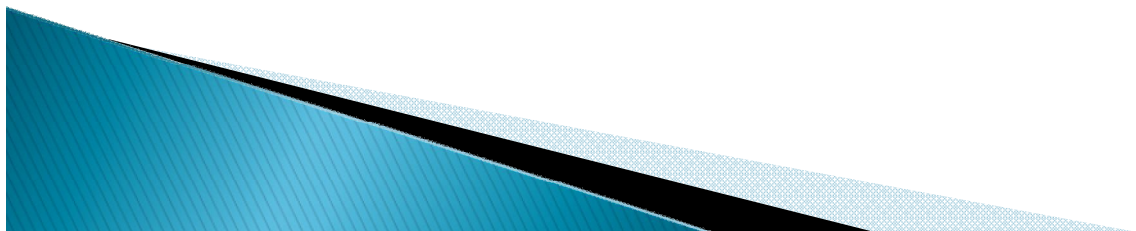
Ramsden, Teaching and the Student Experience,  
2009, para 3.39 (Denham Report)

# 'Learners' and the 'Learned'

In a time of drastic change it is the **learners** who inherit the future.

The **learned** usually find themselves equipped to live in a world that no longer exists.

Eric Hoffer





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# Thanks!

