SEDA Autumn Conference 2024

Session Title: A Framework for Learning, Teaching and Assessment: identifying and mapping common institutional standards

Session Type: Practice Papers (20 minutes)

Main presenter(s): Dr Angela Murphy-Thomas, University of East London

Co presenter(s): Dr Matthew J. Williamson Istituto Marangoni London

Session Summary: This paper presents the development process, impact and next steps of UEL's TEAL Framework which describes key expectations for learning, teaching and assessment practice across the University. Nine areas of activity of institutional priority were developed by a working group of practitioners. The Framework fulfils two purposes: outlining minimum standards of practice across these areas of activity; and encouraging staff to be more reflective; informing teaching practice through SoTL and identifying areas for development.

Session Outline:

UEL's strategic Vision 2028 aims to achieve TEF Gold and to have a 0% awarding gap. To support attainment of these objectives, the Centre for Excellence in Learning and Teaching (CELT) led the co-creation of the TEAL Framework by a working group made up of academic staff from each School, key colleagues from Professional Services, students and a teacher from a local FE feeder College. With UEL's 'careers-focussed' mission, it was important that the Framework outlined expectations specific to the University's priorities and key strategic aims.

The group identified nine strategically important areas of activity and developed requirements against each of these areas for staff new to teaching in higher education (launchpad) and minimum requirements for experienced staff (stage 1). To support staff engagement with the Framework, CELT developed a self-assessment form to enable staff to map their current teaching practice against expectations and identify areas for improvement. This form is shared with CELT so that the team can identify:

- common areas of development need

- areas of good practice and

- any specific needs for individual Schools, departments or subjects.

This paper summarises project rollout and initial engagement with the TEAL Framework. This includes institution-wide impact and also brief case study reflections by staff. Whilst direct causation is impossible to prove, UEL's very significant improvement in NSS scores can be linked to the rollout of the Framework.

Next steps include the launch of stage 2 of the Framework outlining expectations for enhanced practice across the nine areas of activity and the final stage outlining UEL's definition of excellent learning, teaching and assessment practice. Also in development is a more strategic approach to staff development activities to target areas in need of improvement and to support staff to move from the expected to the enhanced to the excellent.

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