

Title: **An approach to developing staff in partner colleges**

Presenter: **Alan Tree**
University of Sunderland

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

Identify a range of questions and concerns frequently raised by teachers new to teaching Higher Education in Further Education.

Appreciate the value of a structured progressional approach to the development of teaching staff teaching Higher Education in Further Education.

Reflect on how the development of teaching staff in partner non-HE institutions might be most effectively managed.

Session Outline

Key issues to be addressed are:

This paper reports on an approach to the development of staff teaching on University programmes and who are based in partner colleges in the UK.

Within Further Education colleges, incoming staff recruited to teach on higher education programmes have varying teaching experience, teaching expertise and teaching qualifications. Those who have taught previously on higher education programmes may be in need of skill updating.

The goal of the project is to enhance the experience of students undertaking higher education study in partner colleges by developing within their new teaching staff an understanding of the ethos and practices of higher education. The three main aims are to:

- provide a baseline for expected standards, suitable approaches and acceptable practice
- provide a source of local staff development activities and materials
- act as a touchstone for reference

Discussions with individuals with different roles within partners and the University about the production of induction package suggested a range of almost thirty topics, arranged into four themes:

- Standards and Quality
- Student Expectations and Experience
- Teaching and Learning
- Assessment and Feedback

The output from the project consists of:

- A booklet which acts as an overview of the package and provides pointers to further web-based resources. This is intended for incoming lecturers at the pre-engagement stage.
- The web-based resources provide greater depth and breadth to the topics introduced in the booklet. They will be made available via the University's new VLE.
- Staff development course materials, designed to form the basis of tutor-led class-based sessions and delivered off-campus or on-campus to University staff or to partner staff.
- Reports of UKPSF coverage for institutional staff teams and, on request, for individuals. This comes from a database which tracks individual engagement with sessions that are mapped against the UKPSF.

Session Activities and Approximate Timings

Introduction (5mins): Description of the issue, sources of data and analysis of the data.

Development of the approach (10mins): Progressional stages and their dissemination

Development of the materials (10mins): Topics and their relationships, pedagogic principles

Report on uptake (10mins): Who uses the materials and in what contexts. Problems.

Discussion (indicative questions) (10mins):

1. What would be considered as representative sources of data regarding the needs of incoming teachers in Further Education delivering Higher Education programmes?
2. What are the main staff development needs of these teachers?
3. What is the most effective way of a University encouraging the development of staff in partner colleges teaching on Higher Education programmes?
4. How can the impact of such staff development be measured?