Promoting professional learning for academic teaching practice

Final report 2021

Lead institution: La Trobe University

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Acknowledgements

List of acronyms used

AD	Academic Development
ALTC	Australian Learning & Teaching Council
AQF	Australian Qualifications Framework
CDU	Charles Darwin University
CoP	Community of Practice
DVC	Deputy Vice Chancellor
DVCA	Deputy Vice Chancellor Academic
GCHE	Graduate Certificate in Higher Education
HE	Higher Education
HEA	Higher Education Academy
IRU	Innovative Research Universities
JCU	James Cook University
LTLT	La Trobe Learning and Teaching
LTU	La Trobe University
MOOC	Massive Open Online Course
OER	Open Educational Resources
OLT	Office for Learning and Teaching
RPL	Recognition of Prior Learning
TEQSA	Tertiary Education Quality and Standards Agency
WSU	Western Sydney University

Executive summary

Due to rapid changes in the HE sector, there is an increasing need for professional learning processes and systems about teaching to model alternative modes of learning and recognise less formal activities undertaken by academics. Building on four previous ALTC/OLT projects, the intent of the current project was to promote a shared understanding of academic teacher preparation amongst academic developers in IRU network institutions, and explore processes for acknowledging formal and informal learning in these programs. This included an exploration of the concept of disaggregated learning and its application to professional learning for academics amongst academic developers across a network of institutions.

A literature review established the effectiveness of a disaggregated approach for professional learning in academic teaching practice. Two interactive workshops and a survey stimulated a sharing of ideas and strategies amongst IRU academic developers for supporting disaggregated learning models and processes.

There were seven key outcomes of the project:

1. A stocktake of existing professional learning programs offered by IRU institutions, identifying formal qualifications offered (GCHE and HEA), and the place of informal learning in these;
2. An audit of foundation programs offered by each institution for commencing and ongoing staff and the role of informal learning in these;
3. The identification of a set of principles informing a potential framework for identifying and acknowledging informal and non-formal learning about teaching;
4. The formation of a CoP for IRU-based academic developers;
5. Protocols for benchmarking Professional Learning programs across IRU institutions;
6. An ethics-approved investigation into academic developers' perceptions of disaggregation and its application to practice, resulting in one conference paper and one journal article;
7. A Professional Learning 'Proof of Concept' framework developed and implemented at LTU.

Addressing the need for responsive professional learning that models new and emerging curricula and processes in the higher education sector, led to important findings from the project. These are:

1. That the concept of disaggregation has high potential to inform the 'curriculum' for professional learning of academics in HE
2. That academic developers' perceptions of the concept are generally positive,
3. That barriers to implementation of PL programs based on disaggregation requires time and effort on behalf of academic developers
4. That institutional and cross institutional infrastructure is required to implement such a system
5. That a consistent and agreed qualification outcomes is required if disaggregation can work across a network of institutions. Ie either GCHE or HEA or a combination.

Impact on the IRU was significant as it brought together academic developers as well as DVCs and DVCAs to discuss collaborations of this nature. Though there is a history of CoPs in the IRU network, this was the first convened for and by academic developers. This has led to a shared understanding of disaggregated learning and its application to professional learning of academics in Higher Education. An IRU-sponsored teaching and learning event inspired by the outcomes of this project was discussed at an IRU meetings of Deputy Vice Chancellors in response to a report on the progress of the IRU CoP.

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Chapter 1: Introduction and background

This project extended the work of four previous ALTC/OLT projects: *Preparing academics to teach in higher education* (Hicks, Smigiel, Wilson & Luzeckyj, 2008), *Measuring the effectiveness of academic professional development* (Chalmers, Stoney, Goody, Goerke & Gardiner, 2012), *Australian University Teaching Criteria and Standards Project Extension (Chalmers, Cummings, Elliot, Stoney, Tucker, Wicking & de St Jorre 2015)* and *Higher Education Standards in a Disaggregated Learning Environment* (Ewan 2016). Collectively these projects highlighted the need for research into improvement in the preparation of university teachers (Hicks et al 2008), standards that institutions could use to evaluate their own teaching performance (Chalmers et al 2012; Chalmers et al 2015) and the potential of disaggregated learning for reshaping HE curricula (Ewan 2016).

An identified, the intent of the current project was to promote a shared understanding of academic teacher preparation established by the original projects amongst the Innovative Research Universities (IRU) network members[1]. This was to include an exploration of what learning resources might be shared between member universities and how it might be possible to include and or recognise a wider range of informal and formal learning activities as contributing to these learning programs.

Initial project objectives included:

1. To identify ways in which a range of professional learning activities can be recognized for a formal qualification, regardless of where that learning takes place.
2. To use the GCHE at La Trobe University as a test destination qualification for academic professional development activities at IRU partners.
3. To use the AQF level criteria as a baseline for the levels.
4. To identify how the existing framework can be adapted and extended to cater for a wider range of formal and informal learning activities.

Context

There is recognition that contemporary academic development practice requires reconceptualization. Arising from ongoing analysis of current trends influencing academic work, the literature varyingly acknowledges a shift from the periphery to the centre of institutional strategic planning and development (Boud & Brew, 2013; Crawford, 2010; 2014; Knapper, 2016; Land 2001; Makura & Toni, 2014; Schalkwkyk et al., 2013; Stensaker, 2017). Throughout the past two decades there has been a significant shift in the role of academic development which has seen a shift in focus from peripheral activities in institutions, to more strategic ones. This shift has been strongly linked with the rise of the corporate university and the associated more managed university (Stensaker, 2017) and is recognisable in the ways academic development activities within higher education institutions are increasingly aligned with strategic planning (Stensaker, 2017), 'institutional imperatives' (Boud & Brew, 2012,p2) and other management needs. Further to this,

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[1] The IRU is a coalition of seven comprehensive universities committed to inclusive excellence in teaching, learning and research in Australia-Charles Darwin University (CDU), Flinders University, Griffith University, James Cook University (JCU), La Trobe University (LTU), Murdoch University and Western Sydney University (WSU).

Knapper (2016) suggests that during the last 50 years universities have moved from a focus on providing education for the greater good to a much more market driven approach. Such shifts have resulted in dramatic changes in the teaching roles of academics. The past emphasis of the academic as a conduit of expertise has been augmented by a requirement for well-developed and nuanced pedagogical skills.

Developing into a good teacher is a complex process and it has become increasingly apparent in relation to professional learning approaches that one size does not fit all. As Schalkwyk et al. (2013) point out, academics develop their teaching and learning skills in very different ways and the same activity can result in different outcomes for different people. In a recent study exploring the development of a framework to assess professional development for learning and teaching Schalkwyk, et al. (2013) identified "that the same {professional learning} opportunity can take different lecturers to different places in the framework" (p.8).

The understanding that professional learning occurs in different ways for different people is influencing the way educational development practice is changing in institutions. Boud and Brew (2012) suggest that professional learning needs to be more grounded within the practice contexts of Universities. One way of addressing this can be seen in the emergence of "professional learning frameworks" that capture a range of professional learning activities including work based learning. This approach is a departure from the focus on Graduate Certificates in Higher Education (GCHE) that have been the focus of professional development for learning and teaching in universities for some considerable time. These frameworks increasingly recognise that professional learning can be addressed through a wide variety of formal and informal activities and seek to provide different pathways and opportunities for staff to utilise those professional learning activities that are most relevant to their individual needs.

To encourage or even perhaps require staff to continually engage with professional development opportunities, these clearly need to be fit for purpose: they need to be effective, relevant to disciplinary and individual contexts and flexible - including being available in convenient formats, places and times. Given the relatively small reach of the Graduate Certificate, the uneven level of attendance at eLearning workshops and the relative decline in student satisfaction, it appears that the current model is not achieving these aims. As Bridgeman points out (n.d. p.3):

> The approach outlined above reinforces the notion that professional learning is not a "lock-step" process and that there is a need to develop an approach to professional learning that both meets the requirements of institutions and meets the learning needs of individual academics.

The emergence of professional learning frameworks and the recognition that academics can take many different pathways towards developing high quality teaching skills (Shalkwkyk et al., 2013) takes into account the role of disaggregated learning activities as a key part of this process. Along with this, the wide scale adoption and access to technology that characterises modern life along with the associated access to information, is having a profound impact in the way in which learners are choosing to engage with and access information. The wealth of opportunities offered by this technological access means that

increasingly, people are choosing to learn in different ways through engaging with "chunks of knowledge and skills" (Ewan 2016, p.5) and adopting more disaggregated approaches to acquiring knowledge (Ewan 2016, p.5).

Disaggregated learning can be particularly powerful in enabling the recognition of academics who in many cases are highly skilled but have not necessarily engaged in formal learning activities such as Graduate Certificates in Higher Education. Many academics in Universities responsible for teaching are sessional academics, often with little job security, limited opportunities for paid professional development and experience difficulty in seeing the relevance or benefits of participating in such training to their career progression (Crawford & Gernov, 2016; Fisher & Gemmell, 2017). The rise of open-learning resources such as MOOCs, which are commonly well designed and allow for the flexibility of anytime, any place, learning, are a good example of the trend towards more accessible and relevant forms of learning. The increasing availability of MOOCs and other Open Educational Resources (OERs) means that learners are making their own choices about the types of learning activities that best meet their professional learning needs. There is growing evidence that they are increasingly being used for professional learning for a whole range of activities (European Commission, 2015) including teaching and learning. People undertaking these kind of open learning activities and other informal learning activities are increasingly looking for ways in which they might be formally recognised (Law & Jelfs, 2016; Law & law, 2014; McGreal et al, 2014).

The lack of engagement in formal courses combined with the popularity of MOOCs and OERs has led to a challenging requirement for universities to develop creditable academic standards for teaching staff. In response many higher education institutions have turned to the Higher Education Academy fellowships which offer professional recognition at differing levels of competency for academic teaching staff. HEA fellowships are a means for recognising university teaching and associated professional learning activities at various levels from early career to roles with significant responsibility for teaching and learning. Utilisation of the HEA in Australia has accelerated in the past three to five years, following the first strategic partnership established with the University of Canberra. According to the HEA website, there are now over 2000 HEA Fellows in Australasia and eleven subscribing institutions as of early 2018. The fact that the HEA was initially developed in the UK for UK institutions, and has latterly positioned itself as a global practice confirms a lack of emphasis on local issues such as resource development and a lack of focus and recognition of informal learning activities for academics.

This current project positioned itself within this space with initial project objectives focusing on what learning resources might be shared between member universities and how it might be possible to include a wider range of informal and formal learning activities in these learning programs.

Chapter 2: Project Approach

The project was based on a collaborative inquiry approach, with a focus on exploring ways in which formal and informal professional learning activities can be recognised as contributing to professional learning qualifications. Collaborative inquiry provides a systematic structure to learn from experience. Participants engage in cycles of reflection and action balancing an investigation of inner experience with external action (Kasl & Yorks 2002). It is therefore particularly relevant in the context of professional development. The project consisted of a number of planned activities which were amended based on feedback and reflection as the project progressed.

Planned project activities

1. Identification by participating universities of professional learning activities relating to teaching in higher education.
2. Development of a framework from the two original projects to recognise a broader range of activities
3. By means of a workshop, representatives of partner universities to apply the framework and processes for shared recognition of these learning activities.
4. Refine and further develop the framework and processes.

Project modifications

There were a number of modifications to the project activities:

1. At an early stage in planning the implementation of the project, it was decided that the development workshop would be held at an early stage of the project so that the emphasis of the workshop was on the development of the framework rather than the application of a pre-ordained framework to their learning activities
2. As the project progressed, the establishment of an IRU Community of Practice (IRUCoP) around Professional Learning for Academic Teaching Practice was established. A key activity of the IRUCoP was a benchmarking activity in relation to foundation programs for academics.
3. A small research project was inserted into the overall project in order to understand the attitudes of academic developers towards disaggregated learning and towards a professional learning Community of Practice.

Project team changes

The IRU CoP was established in mid-2017 with the following members.

Institution	Name	Position
Charles Darwin University	Ms Alison Reedy	Team Leader Higher Education and Training Development (Office of the Pro VC Education and Student Success)

Flinders University	Professor Deborah West	Pro Vice-Chancellor (Learning and Teaching Innovation)
	Dr Ann Luzeckyj	Senior Lecturer in Higher Education, Centre for Innovation in Teaching and Learning
Griffith University	Professor Alf Lizzio	Dean, Centre for Learning Futures
	Dr Jude Williams	Senior Consultant, Learning and Teaching, Learning Futures
James Cook University	Assoc prof. Maree Dinan-Thompson	Acting Dean – Learning and Teaching Engagement
	Dr Andrea Lynch	Project Manager, Teaching Quality
LaTrobe	Assoc. Prof. Rhonda Hallett	Director Learning Futures
Murdoch	Dr Lisa Cary	Associate Dean, School of Education
Western Sydney University	Professor Michael Sankey (until March 2018)	Director learning Transformations
	Professor Simon Barrie	Pro Vice-chancellor Learning Transformations

Table 1: IRU Academic Community of Practice membership

Chapter 3: Project outputs and findings

Project Outputs

There are seven primary outputs of the project:
1. A developmental workshop
2. A set of design principles to guide IRU partner organisations in recognising activities and resources that contribute to professional learning qualifications.
3. Establishment of a Community of Practice amongst IRU institutions to share resources
4. Development of a benchmarking methodology and benchmarking of foundation programs
5. Two conference presentations.
6. A Research project (Academic Developers' understandings about disaggregation and its potential to application to academic development in Higher Education)
7. An HEA discussion paper *Recognising professionalism in learning and teaching at La Trobe University: the feasibility of integrating Advance Higher Education (AEA) accreditation requirements* Hallett, R. (2018).

Developmental workshop

A developmental workshop was held on 27 May 2016 at the City Campus of La Trobe University. It was attended by representatives of La Trobe University (LTU), Griffith University, Charles Darwin University (CDU), Flinders University and Murdoch University. A written submission was received from James Cook University (JCU). The workshop focused on three main activities: sharing of the existing situation at each university with respect to the support of professional learning in the area of teaching and learning, development of a set of design principles for a framework for sharing learning activities/resources between IRU members, and development of a template for submission of learning activities/resources.

The initial sharing session revealed that most IRU universities are in a state of flux in this area. Most reported that the role of the Graduate Certificate program was being questioned and most are seeking ways of strengthening links between the Grad Cert program and other professional development activities (including external MOOCs).

In discussing how the IRU members might share activities to support disaggregated learning, it was agreed to take a broad approach and include not only learning activities but also learning resources or artefacts that might be re-used or re-purposed locally (i.e. sharing of resources rather than disaggregated learning). Further, it was agreed that the most productive area might be that of continuing professional development rather than Grad Cert programs. This led to agreement on a set of design principles for an IRU professional development framework. These design principles are described in the table below.

Design principles

The IRU professional development framework should:	
Accommodate wide variation in policy, curriculum, delivery and philosophical approach	For the framework to be sustainable, it should be flexible enough to be used by all IRU universities without requiring substantial changes within each university.
Focus on the sharing of individual learning activities and resources rather than institutional professional development programs	As earlier OLT projects have demonstrated, the sharing of programs is politically and operationally fraught. Sharing "chunks" in the form of individual learning activities or resources/artefacts is likely to be more sustainable.
Accommodate both introductory and continuing professional learning in the area of learning and teaching	The focus of the framework must be on professional learning thereby encompassing learning activities for both newly appointed academics and more experienced academics.
Accommodate both credentialed and non-credentialed learning activities and resources/artefacts	The framework should blur the boundaries between credentialed learning activities and non-credentialed learning activities thereby recognising learning activities on the basis of what is learnt rather than on how and where it is learnt.
Accommodate both activities provided by IRU partner universities and those from other providers	One on the intentions of the project is to widen the choice of approved learning activities available to IRU academics
use a classification system based on a set of agreed capabilities of a university teacher	To assist navigation of the framework, it should be structured using a agreed classification system based on a set of broad capabilities of a university teacher.

Table 2: Design principles

It was agreed that members would trial the framework by each providing some examples of typical activities or resources and exploring how these might be used by member universities, initially by exploring how they might be used in the test program in the form of the recently modified La Trobe GCHE. It was agreed that the focus would be on online activities/resources and that each institution would aim at identifying activities/resources in

two categories: Grad Cert units of study (or their equivalent) offered that might be made available to participants from other IRU universities and MOOCs or other OERs offered either locally or externally. A template was developed for the purpose of collecting basic information about these activities/resources

Establishment of a Community of Practice amongst IRU institutions

Since the establishment of the IRU CoP in mid-2017, members have met face to face on two occasions (October 2017, February 2018). The CoP is co-chaired by Associate Professor Rhonda Hallet (La Trobe University) and Professor Alf Lizzio (Griffith University).

At the last meeting in February 2018, the group explored future directions for the CoP and possible areas of future activity, The following is a summary of ideas and issues raised:

- Sharing of review docs was very useful as it provides insights into how institutions are addressing the same issues from different perspectives;
- Mechanisms for future collaborations were discussed in detail. A range of options was outlined. Google docs may provide a means of sharing information and resources.
- The group could potentially share institutional documentation about Professional Learning strategies, standards and criteria for teaching, policies relevant to implementation of these programs. However, these would need to be publicly available and approval would need to be sought before sharing could be engaged;
- The possibility of a research project as a framework for future activity was suggested. It would require consideration of key questions to be used for the study. The possibility of an Action Learning project about transforming learning was raised for future discussion.
- a benchmarking exercise in relation to foundation programs (see below).

The latter activity is discussed in greater detail below.

Benchmarking of Foundation Programs: Methodology and Results

The benchmarking exercise had three complementary outcomes.

To:

- Exchange good practice approaches to academic induction between institutions;
- Advance discussion of shared practice strategies and standards to academic induction; and
- Advance the goal of developing mechanisms for cross-institutional recognition or credentialing of participants who have completed academic induction at an IRU institution.

To meet these outcomes, a suitable process for benchmarking was agreed. Each member institution described their foundation program based on a common framework. The framework itself was based on broad domains including student learning and support, resource development and academic reflection. Program descriptions in this common format were collated and distributed. Each institution participated in the 'peer moderation' of each other's programs. Feedback was given to each university whereby a moderators' meeting considered cross institutional standards, themes and issues.
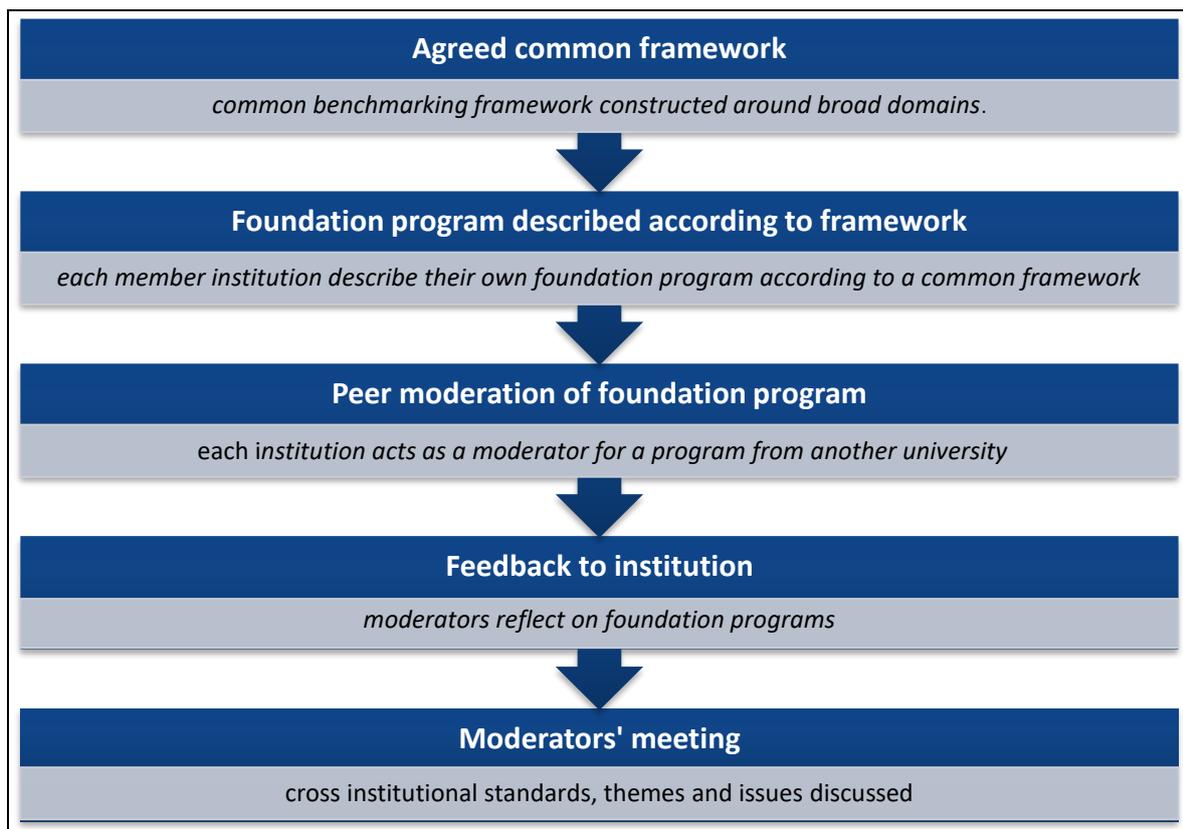
Figure 1: Benchmarking process flowchart

Both similarities and differences were ascertained across foundation programs through the exercise with an interesting tension between the need for flexibility and the need to cover pre-determined outcomes. Because institutions had very different needs and experiences selecting for content was a challenge. A key focus for all institutions was on skill development in the area of learning and assessment and facilitating student learning. Another important focus was on the design and development of blended and online learning. This was particularly the case with institutions who saw themselves as catering primarily for distance education students. An interesting finding linked with a project aim was an expressed need to provide resources for teachers.

Conference presentation

On June 6th and 7th 2018 Project Leader Rhonda Hallett delivered two presentations at the International Consortium for Educational Development (ICED) conference directly related to the project. ICED promotes educational and academic development in higher education world-wide. The two conferences: *Walking the Tightrope: Defending Academic Authority and Identities and Remaining Relevant in an Institutional Strategic Project* and *Opportunities and Challenges: Disaggregation and Academic Development Practice and Identities* stimulated considerable debate over the similarities and differences in changes to educational development worldwide.

Research project

A mixed methods research project was conducted into a) the perceived value of a community of practice to support academic developers and b) academic developers' understandings about disaggregation and its potential application to academic development in Higher Education. Research methods involved semi structured interviews with academic developers at La Trobe University involving six participants and surveys across the IRU with 52 academic developer participants.

The Professional Learning Community of Practice survey of 52 academic developers across the IRU member institutions from April 11 to May 31 asked respondents about their attitudes toward collaboration in the context of their role as academic developers. The analysis of the survey data identifies three key points that can inform how higher education institutions can strengthen commitment to the development of academics.

1. Teaching quality is at the heart of academic developers concerns. While the field of higher education itself is changing, priority lies in developing and recognising effective pedagogical methods and environments in a rapidly changing landscape. This is consistent with the literature and with the focus of the IRU CoP.
2. Innovation and IT use is an inherent aspect of such change. Digital, mobile and online learning is one aspect of innovation. To support the pedagogical development of academics it is important to be aware of the role that micro-credentialing, scholarship and research can have within the broader scope of academic identity.
3. Academic developers view cross institutional collaboration as a key means by which to address the challenges facing the field. Such collaboration extends from a sharing of resources (supported by 84% of respondents) to design thinking (69%) problem solving (54%) and research (63 %). Overall 98% of all respondents are keen to engage with fellow teaching and learning profession in some form of collaborative endeavour.

In order to examine the concept of disaggregated learning in relation to academic development and its potential to influence re-conceptualisations of practice in the field, project organisers ran a small-scale qualitative research project. Six academic developers at Latrobe University, who worked on the Professional Learning framework and the Grad Cert in 2015-16, were asked about their understandings of disaggregated learning and how they saw the phenomenon influencing current practices.

Key findings reveal that academic developers view disaggregated learning as a form of pedagogical disruption which is both inevitable and sensible on one hand and a reaction to the corporatisation of education (Stensaker, 2017) on the other. It sits within a perceived re-contextualising of academic development practice creating both uncertainty for academic developers and opportunity to rework present practices towards a flexible model of learning. As noted in the survey research project described above, academic developers see a need for a collaborative ethos in order to meet the challenges presented by a shift towards a disaggregated learning model.

HEA discussion paper

The purpose of the discussion paper is to identify institutional processes for recognising and rewarding high quality teaching, and specifically, pathways to accreditation such as those offered by the UK-based Advance Higher Education AHE organisation (formerly HEA). Five accreditation options are identified, with costs, institutional benefits, program structures, and resource requirements for implementation outlined. The paper also considers how accreditation links to institutional systems and processes and makes a series of recommendations regarding implementation.

Findings

Given the intent of the project to promote a shared understanding of academic teacher preparation amongst the IRU network members there were seven key findings which emerged from the project.

1. Academic developers require collaborative opportunities in order to share concerns, challenges, strategies as well as resources.
2. Sufficient time and space is also required within an institutional context. This not only supports academics who are frequently working in a time poor environment, it also acts to value a collaborative ethos.
3. A recognition of institutional context is critical.
4. Information technology is going to play a greater role in academic development as education itself becomes more digitalised
5. A set of standards are both useful and vital for institutions to evaluate their own teaching performance
6. It is also critical that academic development and academic developers link with human resource management
7. A sharing of resources requires thought into the share-ability of platforms.

Project impact, dissemination and evaluation

Meeting the challenges of providing higher education to larger numbers of students coupled with technological change requires rapid and far-reaching change in teaching practices in higher education. There is therefore an increasing need to provide academic staff with timely and appropriate professional learning opportunities as well as recognising their learning from less formal learning activities.

In this context major impacts of the project included the establishment of the CoP amongst the IRU universities. This has enabled a forum to develop shared understanding of disaggregated learning. It has also has led to agreement on a set of design principles for a professional development framework and an innovative methodology to benchmark foundation level programs.   A potential IRU teaching and learning event is being planned to explore how the project findings may guide academic change within the IRU.

Appendix A

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Appendix B

Recognising professionalism in learning and teaching at La Trobe University: the feasibility of integrating Advance Higher Education (AEA) accreditation requirements

Executive Summary

The purpose of this report is to identify institutional processes for recognising and rewarding high quality teaching, and specifically, pathways to accreditation such as those offered by the UK-based Advance Higher Education AHE organisation (formerly HEA).

The institutional context for this proposal is the University's *Strategic Plan 2018-22*. This plan aims to extend gains made in implementation of the *Future Ready Strategy 2015-17* by continuing to reshape curricula and teaching practices that respond to the emerging needs of 21_{st} century learners. In this plan, modularised and digitised curricula supporting learning on multiple sites (including the workplace), will emerge alongside existing programs and courses supporting campus-based learning processes, which are also increasingly digitised. Teaching practices supporting emergent curricula in both scenarios require strategic and ongoing development to ensure successful learning outcomes for our current and future students. Strategic and integrated Professional Learning for teaching that recognises and rewards teaching for student success is implicated in this plan.

The broader context is an accelerating national trend to professionalize Higher Education teaching. This is arising from the need for Higher Education institutions to increasingly evidence Teaching Quality. In this context, accreditation of teaching against national or international standards is an important input measure of teaching quality at the institutional level. Accreditation via Graduate Certificates in Higher Education against TEQSA standards, was, until the Higher Education Academy (HEA) began marketizing in Australasia in 2015, the most commonly applied input measure for demonstrating teaching quality via accreditation of teaching. The AHE Fellowship scheme, underpinned by the Professional Standards Framework (PSF), now however provides institutions with an alternative accreditation framework. Fifteen Australian universities with AHE partnerships (either as strategic partners or as Access partners) now utilise the PSF in the development of institutional processes recognising and rewarding teaching quality. However, recent meetings with Innovative Research Universities (IRU) identifies the utilisation of standards and criteria for teaching generated through 3 Australian Office for Learning and Teaching (OLT)-sponsored projects (Chalmers et al 2012-20 15) to develop institutional frameworks for Professional Learning which may or may not include AHE Fellowships as a form of accreditation.

Institutional frameworks for Professional Learning ideally include explicit linkages between Human Resource and Teaching and Learning functions, with this relationship identified as critical for attainment of teaching standards and quality outcomes. Accreditation pathways at La Trobe University are therefore an element of a wider system recognising and rewarding teaching.

Accreditation pathways are identified following a brief outline of current sector-wide trends influencing the development of institutional frameworks for accrediting teaching. Five accreditation options are identified, with costs, institutional benefits, program structures, and resource requirements for implementation outlined. The first 3 are based on application of the PSF to accreditation arising from AHE subscriptions, while the last 2 implicate the application of Australian standards, with in one case (option 4) calibration to the PSF. AHE partnerships provide access to accreditation as Fellows at all levels of the AHE scheme. The last options provide access to accreditation through the Australian Qualifications Framework (AQF), and opportunities for institutional recognition for teaching excellence. The options are:

1. AHE accreditation via Access partnership: requiring development of internal processes and existing professional leaning resources with implementation in 2019 feasible;
2. AHE accreditation via Strategic Partnership: requiring development and accreditation of programs (including the GCHE) meeting institutional requirements, with implementation in mid-2019 feasible;
3. AHE accreditation via Global Partnership: requiring 3 years as a Strategic partner before being able to accredit and deliver AHE program, with implementation in 2021 feasible;
4. La Trobe accreditation of GCHE underpinned by PSF and Australian standards: requiring ongoing improvement of program, with implementation ongoing and benchmarking against PSF possible;
5. La Trobe accreditation of GCHE underpinned by either Australian standards or PSF or both (they overlap): requiring ongoing improvement of program, with implementation ongoing.

The report also considers how accreditation links to institutional systems and processes and makes a series of recommendations regarding implementation.

Rhonda Hallett
May 2018

Appendix C
Survey questions

1. Are you interested in becoming a member of the IRU Professional Learning Community of Practice?

   Yes   No

2. What current aspects of your work may be enriched by participating in an institutional CoP
   - Engaging with fellow learning and teaching practitioners
   - Developing my professional role and identity
   - Developing my professional capabilities
   - Developing strategies for organisational impact
   - Advocating for the value of professional learning in universities
3. What type of activity would you find particularly useful to your practice
   - Sharing of resources or practices
   - Collaborative problem solving
   - Collaborative Design thinking for innovative practice
   - Collaborative research and scholarly activity'
   - Informal networking
   - Special interest forums
   - Other (please specify)
4. What types of mechanisms would you be willing to participate in or contribute to as part of the CoP
   - Monthly zoom/skype meetings
   - Facebook or LinkedIn groups
   - Webinars
   - Blogs
   - Special interest groups based on skills and interests
   - Online repositories of resources
   - Other (please specify)
5. What is the 'one thing' (eg specific topic, current challenge, exciting opportunity etc) that is of particular interest to you right now? Do you have ideas or suggestions as to how this might be potentially progressed through this CoP?
6. What, if any, might be barriers to the success of such an inter-institutional CoP? If so how might we address these to ensure that it is an effective and satisfying experience
7. Finally can you please tell us What institution do you belong to?
8. What is your role
9. What is your name