

Academic Professional Development Framework

This plan is informed by the Scholarship of Learning and Teaching Framework and is designed to support academics in enhancing their practice. Using the 70:20:10 model, the plan guides teaching staff in gathering the evidence they require to demonstrate their teaching practice, effectiveness and development. PD can be accessed through learning on the job, learning from peers or from formal or informal modules or courses. According to our Scholarship of Learning and Teaching Policy, PD needs to encompass contemporary learning and teaching and also how the discipline is delivered.

There are three levels to align with early career teachers who may be joining the organisation, mid-career teachers who may be building their capacity to influence their peers and academic leaders who supervise or manage others. Those wishing to progress their careers can use the next level to guide their collection of evidence. The evidence can also be used to demonstrate effectiveness in a current role.

The second part of the plan is how these PD options are made available, the responsibilities for their provision and the likely timeframes.

The framework is to guide the induction and ongoing scholarly development of staff at ICMS. Whether they are new to the Institution or new to teaching, all staff need to understand our L&T principles, the unique features of the College as well as the key standards, policies and procedures they will need to succeed.

Domain	Element	Emerging	Enhancing	Leading
<p>Learning, Design, Teaching and Assessment</p> <p>(all evidence would relate to this domain)</p>	<p>Teaching practice</p>	<p>Evidence of:</p> <p>Good practice in teaching (recognising student diversity or diverse perspectives, research-</p>	<p>Evidence of:</p> <p>evaluating courses and subjects, with feedback incorporated into continuous improvement</p>	<p>Evidence of:</p> <p>co-ordination of courses.</p>

		<p>teaching links, interdisciplinary teaching) such as a reflective piece</p> <p>Complying with policies in practice, as demonstrated by reflection.</p> <p>Assessment tasks, rubrics, or feedback to students and an explanation of their effectiveness</p> <p>Collaborating with a mentor as part of the induction process</p>	<p>collaborative subject design or review; co-ordination of subjects</p> <p>participation in e.g. subject or course redevelopment</p> <p>implementation of innovations that support or enhance student learning</p> <p>observing others' teaching as part of formal or informal peer review</p>	<p>involvement in Learning and Teaching policy development or governance, e.g. serving on committees</p> <p>observing others teaching as part of formal peer review</p> <p>invitations to present at L&T seminars or conferences</p>
	<i>Teaching effectiveness</i>	<p>Evidence of:</p> <p>Evaluative reports on teaching, based on survey or other data</p> <p>Informal feedback from students (e.g., letters or emails from students)</p>	<p>Evidence of:</p> <p>evaluative reports on teaching, based on survey and other data</p> <p>Development or use of formative tools for checking student learning and satisfaction, analyses of</p>	<p>Evidence of:</p> <p>Teaching awards / recognition</p> <p>Enhancements implemented due to your leadership</p> <p>Improvements in student results, student retention, or</p>

		<p>Teaching awards</p> <p>Peer review of your teaching; statement from colleague/observer/supervisor</p> <p>Reflective description of teaching methods used in classroom (e.g., collaborative enquiry, problem-based learning, case studies, student presentations)</p> <p>Reflective description of types of learning that took place in a course, e.g., knowledge, concepts, abilities, performance, skills, new perspectives</p> <p>Reflection on the use of relevant L&T literature to evaluate teaching methods</p>	<p>student results that reflect the use of particular teaching practices</p> <p>Evidence that student feedback has been collected, summarised, and analysed systematically over time and used to overcome issues in student learning</p> <p>Informal feedback from students (e.g., letters or emails from students, including alumni)</p> <p>Improvements in student results, student retention, or course completion rates</p> <p>Relevant student achievements, both within and beyond the course</p> <p>Impact of new courses, or of changes implemented (such as increased enrolments or graduate employment, or numbers of visiting alumni)</p>	<p>course completion rates, due to your leadership</p> <p>Impact of new courses, or of changes implemented (such as increased enrolments, completion or graduate employment)</p>
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	<p>Teaching Development</p>	<p>Participation in professional development:</p> <p>Faculty day</p> <p>AIM</p> <p>Seminar/webinar attendance</p> <p>Being mentored by more senior teaching staff</p> <p>Description of how the L&T literature has influenced your practice</p>	<p>Participation in professional development:</p> <p>Being an L & T champion</p> <p>Participation in professional development vignettes, seminars or workshops and explanation of how you implemented your learning into your teaching practice</p> <p>Acting as a mentor to other teaching staff</p> <p>Contributions to the scholarship of Learning and Teaching such as journal articles and conference papers</p> <p>Invitations to teach elsewhere, present professional development seminars/workshops, or give keynote at L&T conference</p> <p>Organisation of, or contribution to, professional</p>	<p>Participation in professional development:</p> <p>Completion of a formal teaching qualification (such as a Graduate Certificate or a Masters in Higher Education)</p> <p>Contributions to the scholarship of Learning and Teaching such as journal articles and conference papers</p> <p>Contributing to a professional journal on teaching in your discipline</p> <p>Invitations to teach elsewhere, present professional development seminars/workshops, or give keynote at L&T conference</p> <p>Organisation of, or contribution to, professional training, orientation, or development sessions for</p>
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<i>Technology & Innovation in Learning and Teaching</i>	<i>Teaching Practice</i>	Demonstrated use of online/blended learning tools	effective use of new technologies to create new learning activities or to enhance existing ones	involvement in TiLT policy development or governance
	<i>Teaching Effectiveness</i>	Reflection on the use of relevant TiLT literature to evaluate teaching methods	Reflection on the use of Moodle data to inform improvements to curriculum, assessment of delivery	Technology-based enhancements implemented due to your leadership
	<i>Teaching Development</i>	Description of how the TiLT literature has influenced your practice	Action research projects to design and implement innovations Contributions to the TiLT discipline such as journal articles and conference papers	Invitations to facilitate TiLT professional development seminars/workshops, or give keynote at L&T conference

Collecting evidence of PD

What	Examples	Where
70:20:10 workshops, webinars and courses to support formal or informal learning	<p>Modules on ICMS L&T Principles, ICMS Academic Integrity, ICMS Moodle Minimum Standards, Intro to Teaching Online,</p> <p>ICMS Faculty Days, Induction workshops, discipline pods, seminars and guest lectures on L&T or discipline topics.</p>	ICMS L&T Hub (for recordings if workshops are f2f)
	OneHE L&T and discipline specific webinars	OneHE through L&T Hub for global webinars
70:20:10 modules, vignettes and networks to support learning from peers	ICMS vignettes, exemplars and case studies	ICMS L&T Hub
	OneHE for generic and discipline specific networks	OneHE through L&T Hub
70:20:10 activities to support learning on the job	ICMS guidelines, templates and links to articles, eg 'Internationalising the classroom', or any scholarly readings	ICMS L&T Hub for ICMS guidelines and templates;
	OneHE-curated articles and resources for generic or discipline-related L&T	One HE link through L&T Hub to curated articles on L&T more broadly

Reflection on learning is captured in a reflective portfolio and documented in the Scholarly Outputs and Activities Register on the portal.

Academic Development Plan

ICMS' Equivalence in Academic Staff Qualifications and Professional Experience Policy stipulates that *'Academic staff must demonstrate knowledge of contemporary developments in the field they teach, informed by continuing scholarly activity and skills in teaching, learning and assessment relevant to the needs of student cohorts.*

Hence the PD plan has categories of:

- *Contemporary developments in L&T; and*
- *contemporary developments in the field they teach.*

Policy statement- All staff members need to demonstrate at least three scholarly activities per calendar year, from the two domain areas of 'L&T and in their discipline'. This is documented in SOAR and monitored through the performance review process.

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PD focus	Description	Priority	Examples	Responsibility	Timeframe
ICMS L&T 70:20:10	Modules for all teaching staff	complete	Modules in L&T Hub: - Academic integrity - ICMS L&T Principles -	JH for developing modules Ads/PMS for monitoring and reporting	Induction and once per year
ICMS L&T 70:20:10	Modules for specific staff leading or developing subjects	1	Modules in L&T Hub, - Moodle minimum standards (for subject leads) -Designing rubrics	JH for developing modules Ads/PMS for monitoring and reporting Individual staff for undertaking and recording.	(as required or can be included in the mix of 3

			<ul style="list-style-type: none"> -Principled assessment -Formative activities and feedback -Basic building in Moodle -Effective marking through Turnitin 		activities per year)
70:20:10	F2f workshops	1	Faculty day for general induction	<p>Ads/PMS for monitoring and reporting</p> <p>Individual staff for undertaking and recording.</p>	At least once per year (available each study period)
70:20:10	Optional modules for all staff	2	<ul style="list-style-type: none"> -Designing for diversity, inclusivity and a global outlook (2020) Classroom retention strategies (2020) Embedding WIL (2020) 	<p>JH for developing modules</p> <p>Ads/PMS for monitoring and reporting</p> <p>Individual staff for undertaking and recording.</p>	(can be included in the mix of 3 activities per year)
70:20:10	Modules specific to some contexts	1 2	<ul style="list-style-type: none"> - Intro to teaching online - introduction to academic management (2020) 		As required

70:20:10			Vignettes and case studies on 'internationalising the classroom' and 'teaching with technology' etc Peer review guidelines		Optional (can be included in the mix of 3 activities per year)
70:20:10	Getting started teaching	1	OneHE: Curated resources webinars	JH for linking through L&T Hub Individuals for undertaking and recording PMS/ ADs for reporting and monitoring	(can be included in the mix of 3 activities per year)
70:20:10	Contemporary developments in the disciplines	1	Guest lectures Conference attendance Professional memberships	PM(PG) for collating and promoting Individuals for nominating for grants and recording SoLT Individuals for nominating and recording SoLT PMs for monitoring and report	(can be included in the mix of 3 activities per year) Recorded in SOAR
70:20:10	Contemporary developments in teaching in the field Innovations in		Attendance in L&T in the discipline streams at conferences (eg THE teaching)	Individuals for nominating for grants and recording in SOAR PMs for monitoring and reporting	(can be included in the mix of 3

	how the discipline is taught				activities per year)
70:20:10	Learning on the job about L&T contemporary developments in the discipline		engaging with ICMS policies, procedures and guidelines on L&T, reading about research and developments in the discipline	Individuals for recording in SOAR	(can be included in the mix of 3 activities per year)
70:20:10	OneHE networks	2	Eg, 'sustainability', business	Individuals for nominating for grants and recording in SOAR PMs for monitoring and reporting	(can be included in the mix of 3 activities per year)

Appendix B: Scholarly Outputs

Scholarly Outputs

Examples of scholarly outputs are listed below but academics may negotiate, with their Performance Manager, the inclusion of others in the interests of creativity and innovation.

- Scholarly, peer reviewed journal publications in relation to learning and teaching, a relevant discipline or a combination of both
- Authored or edited research or teaching texts with reputable publishers
- Chapters published in edited works launched by reputable publishers
- Peer reviewed conference papers
- Invited keynote speaker at conferences or other professional and organisational events
- Invited facilitator/speaker at a reputable higher education institution nationally or internationally within a field relevant to the ICMS curriculum
- Publications demonstrating impact within the wider, professional community, organisations, businesses, law or government, for example.
- Editorial assistant, guest editor, executive editor, editor and editor in chief roles for reputable journals and books
- Facilitator and/or organiser of professional development seminars and workshops within a relevant discipline and/or learning and teaching focus including curriculum design
- Assisting in the leadership, management and organisation of a conference in a relevant discipline and/or with a learning and teaching focus
- Mentoring and/or championing scholarship concentrations where colleagues work together on a project for the improvement of learning at ICMS and innovative practice or in the development of a publication that serves these ends
- Participating in, or leading, an action research project (or other methodology) to address a learning and teaching issue or problem within the institution and identified by faculty, management or committees such as the scholarship sub-committee or the LTC.
- Enrolment in a course relevant to a discipline within the ICMS curriculum or other functions of the organisation impacting on the student experience or that advance a staff member's access to advanced knowledge in the field of learning and teaching.
- Evidence of scholarly activity and outputs can be used to support applications for funding, to be used, for example, to attend conferences or to enable subsequent scholarly activities that build on earlier ones in a systematic and iterative manner.