

Development of a *‘Centre for Continuous Pedagogical Renewal’* – Report

Trinity College Dublin

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1. Executive Summary	3
1.1 Background and context	3
1.2 Effective approaches in comparator universities	3
1.3 Internal perspectives across Trinity on the Curriculum Hub	4
1.4 Potential models for the Curriculum Hub	5
2. Development of a Curriculum Hub.....	7
2.1 Background	7
2.2 Strategic context	7
2.3 Organisational context	10
2.4 SUMS' terms of reference	13
3. External Perspectives: Approaches in Comparator Universities.....	13
3.1 Identifying potential models and exemplars	13
3.2 Strategic drivers and purpose	14
3.3 Governance and leadership	15
3.4 Organisational design of the centres	15
3.5 Functional remits	17
3.6 Summary of effective practices	19
4. Internal Perspectives: On a Curriculum Hub at Trinity.....	21
4.1 Overview	21
4.2 Rationale for a Curriculum Hub	21
4.3 Desired benefits of the new centre	24
4.4 Key functions and activities of the Curriculum Hub	27
4.5 Enablers and barriers to developing the Curriculum Hub	30
4.6 Design principles for the Curriculum Hub	33
5. Potential Future Models.....	34
5.1 Vision for the Curriculum Hub	34
5.2 Potential models for the Curriculum Hub	34
5.3 Conclusion and next steps	37
Appendices	38
Appendix A. Research Framework	38
Appendix B. Australian National University (ANU) Centre for Teaching and Learning	40
Appendix C. Columbia University	43
Appendix D. Monash University Education Innovation and Education Academy	45
Appendix E. University College London (UCL) Arena Centre for Research-based Education	48
Appendix F. University of Edinburgh	53
Appendix G. University of Helsinki	59
Appendix H. University of West of England	62
Appendix I. Overview of Findings from Long-list of Comparators	64

1. Executive Summary

1.1 Background and context

Trinity College Dublin's [Strategy 2020-25 – Community and Connection](#) commits the university to developing a *'new centre for continuous pedagogical renewal'* to support the research-based and constantly evolving nature of Trinity's curriculum and pedagogic practice. The new centre's working title is the 'Curriculum Hub'. Its purpose will be to facilitate the design and development of effective ways of delivering the curriculum, through identifying and disseminating research-led practices in teaching and learning. The vision is to create a focal point of expertise where academic and professional staff can come together to experiment and contribute to enhancing teaching and learning practices. Various internal and external strategic developments which will be relevant to the development and future work of the new Curriculum Hub are outlined in [Section 2](#).

Trinity commissioned [SUMS Consulting](#) to provide research and consultancy support to help inform the design of the model for the new centre between April and September 2020. The research involved: comparative international research to explore different models and identify effective practice which Trinity may wish to consider; and an internal consultation with around 90 academic leaders, staff and students to elicit their ideas and views. This Report summarises the key findings from the research and suggests and assesses various options for the Curriculum Hub delivery model for Trinity to take forward for further internal consideration.

1.2 Effective approaches in comparator universities

SUMS' comparative research for the study sought to identify potential models and exemplars of university centres engaged with enhancing curriculum development and pedagogic practices, which could help to inform the design of Trinity's new centre. Key themes and findings from the research are discussed in [Section 3](#) of the report, with more details including short cases studies at [Appendices B-I](#).

In summary, our research found that while all the comparators have an identified teaching and learning unit or centre, there are different models for their position within the overall university and for the scope of their responsibilities and scale of resources (ranging in size from 15-45 staff). The remit of the centres includes providing research-informed professional development (for staff and in some cases also students), curriculum design support, programme evaluation, conducting or commissioning pedagogic research, facilitating networks and communities of practice, engaging with students and external stakeholders, including employers, and contributing to institutional strategic learning and teaching initiatives.

Additionally, some of the more mature units (such as at Helsinki, Columbia and Edinburgh) are more embedded in the work and culture of their universities. These centres have a specific role in leading or contributing to institutional strategic learning and teaching enhancement initiatives, their core teams comprise senior academics as well as expert professional staff, and their pedagogic expertise is highly valued and widely used by academic units and senior leaders. A summary of effective practice identified is at Section 3.6, Figure 4.

Therefore, the more mature examples of centres with a broader remit with expert academic and professional staff who play a key role in enhancement exhibit effective practice in supporting and implementing their universities' teaching and learning strategies. Over time, these models may be the ones which Trinity may wish to emulate if the new Curriculum Hub is to be a vehicle to drive the university's strategic aims for next generation teaching and learning and pedagogical renewal.

1.3 Internal perspectives across Trinity on the Curriculum Hub

The purpose of the consultation across Trinity was to elicit different ideas and perspectives to help inform the design of the model for the Curriculum Hub. Most consultees perceived there is a rationale and important benefits of developing a new centre at Trinity and were positive about it. However, views varied and a minority of consultees felt there is no need for a new centre for teaching and learning, or at least not at this time of constrained resources resulting from the COVID-19 pandemic. A distillation of all the views expressed during the internal consultation is presented in more detail at [Section 4](#).

In considering why a Curriculum Hub is needed, consultees pointed out that the support provided currently for curriculum development and pedagogic practice at Trinity needs to be enhanced. They suggested **four key objectives** which align with the university's strategic teaching and learning priorities and current initiatives:

1. To influence and provide guidance on curriculum development and pedagogy in alignment with Trinity strategy and Government priorities
2. To promote and support a culture that values effective teaching
3. To enhance the student experience, and support diversity and equality in all its forms
4. To strengthen and connect existing internal sources of expertise and enable more holistic support for academics in developing the curriculum and their pedagogic practice.

Further details on consultees' objectives for the Hub, required benefits for different groups, its key functions and activities and enabling actions needed to create it are at Sections 4.2-4.5. Most consultees felt that the **scope and target audience for the Curriculum Hub** should be broad and as follows:

- To respond to and advance teaching and learning needs and initiatives as defined by the university, but also grounded in research, to disseminate novel and effective practice in pedagogy, assessment and curriculum design to help create culture change
- To deliver a broad range of services targeted at all academic constituencies (staff and students), all career stages and encompassing undergraduate, postgraduate and continuing professional development education, covering all disciplines and all delivery models
- To foster internal collaboration between Trinity academic and professional staff and students and to facilitate external collaboration with other organisations, and, over time, disseminate to a wider audience through joint programmes, online resources, events and publications.

The consultations suggested ten main **design principles** for the development of the new centre. We suggest four others (11-14) to help the new centre follow effective practice and contribute to strategic initiatives:

1. The Curriculum Hub must be a long-term commitment of Trinity
2. It must be academically led and at a sufficiently senior level to be credible
3. It must have a clear remit, explicitly linked to and guided by the Strategy to set business priorities
4. It must become a recognised centre, properly resourced and staffed with specialists
5. It must enhance and better connect existing sources of teaching and learning support across Trinity
6. Its work must be research informed and add visible value to pedagogic practice
7. It must develop relationships with schools as they develop their curricula, be organised to enable it to dovetail with school structures, and provide discipline specific and generic support and expertise
8. It must include and add value for academics at all career stages (including graduate students and teaching assistants) to drive and incentivise use (rewards and compensation)
9. Students (of all types) must be involved in the creation and the operations of the Hub

10. It must be structured to offer a clear gateway to teaching and learning support services
11. It must be dedicated to supporting schools and academics in giving students the best possible learning experience, and this must be well articulated
12. It must undertake and / or commission pedagogic research in support of institutional (school, discipline) strategic teaching and learning objectives and curriculum development
13. It must facilitate networking between different groups of academic and expert professional staff and students, and engagement with employers and other external stakeholders
14. The work of the Hub must be supported by the College and schools, for instance in building expectations in relation to pedagogic development into recruitment and career progression criteria, and staff must be enabled to achieve appropriate standards (through release of time to participate in professional development, secondments or other Hub activities).

1.4 Potential models for the Curriculum Hub

Potential options for models which Trinity may wish to consider in taking forward its deliberations on the development of the Curriculum Hub are set out in [Section 5](#). These have been developed simply to provide a starting point for the next stage of discussion within the university and could be re-configured in a variety of ways. They reflect successful practices found in comparator universities and are informed by local considerations including perspectives of members of Trinity identified through the consultation process.

Three potential scenarios were considered: an ideal operating model of how the Curriculum Hub will fulfil the vision and deliver strategic objectives on enhancing curriculum design and pedagogy, and **two potential interim models** which could be set up more easily and quickly as stages along the way to full implementation.

- **Stage 1 Interim Model: Enhanced oversight and communications** – A new pedagogic practice and curriculum design advisory group or committee is established, chaired by a senior academic, working with (10-12) expert academic and professional staff from across the College, who can feed in needs and requirements from their areas and can report back to relevant committees and fora. The group's remit will be to provide short to medium term support and direction, in conjunction with existing resources, to oversee the development of the Hub. Some limited improvements, 'quick wins', may also be made to current provision of support at the direction of the committee.
- **Stage 2 Interim Model: Core Curriculum Hub** – Development of a new academically led designated unit, guided in its first 2-3 years by the advisory group, with its specific objectives, scale and scope to be determined. The Hub will draw together and grow existing teaching and learning support, and pilot, test and communicate a set of new core research-informed services to support curriculum design, pedagogic practice, staff development and the student experience.
- **Stage 3: Full Implementation of the Curriculum Hub** – New academically led designated unit with articulated mission and objectives connected to Trinity's strategic plan and priorities, drawing together existing support with substantial new research-informed services and support (including discipline specific) and at greater scale. Includes use of secondments (academic staff to the Hub and professional staff rotating and or embedded to support schools) and engages with and provides direct support to students to ensure the best possible learning experience. Either leads or contributes to institutional strategic learning and teaching enhancement initiatives, including support for research-led pedagogy and curriculum development.

The ideal model which draws both on consultees' views for how the new centre should work and on the most effective practice found among comparator institutions, would be a strong, well-resourced and strategically focussed centre that identifies and promotes excellent practice in curriculum design and pedagogic practice.

Our **over-arching recommendation is that Trinity works towards the adoption of the full ideal operating model** in order to secure the greatest benefits and emulate the most effective practice identified by the research, adopting the two interim models as stages along the way. Doing so will help deliver the desired objectives and benefits which came out of the internal consultation, and emulate and potentially exceed the models of effective practice, thereby helping the university meet its strategic objectives for learning and teaching as set out in *Strategy 2020-25 - Community and Connection*.

The next step will be for the relevant Trinity officers and committees to consider the findings and proposed models in this report. Assuming the College decides to proceed with developing the Curriculum Hub in principle, the next decision will be on the most appropriate configuration and terms of reference for the new committee or advisory group to provide support and direction, in conjunction with existing resources, to oversee the development of the new centre in line with the models described above.

2. Development of a Curriculum Hub

2.1 Background

Trinity College Dublin's [Strategy 2020-25 – Community and Connection](#) highlights the research-based and constantly evolving nature of the university's curriculum and pedagogic practice. One of the nine inter-linking goals of the strategic plan is to practise next generation teaching and learning, which includes a commitment to strengthening the Partners in Learning approach with students and developing a '*new centre for continuous pedagogical renewal*'.

The new centre's purpose will be to facilitate the design and development of effective ways of delivering the curriculum, through the identification and dissemination of research-led practices and the provision of opportunities for the incubation, generation and implementation of best practice in teaching and learning. The vision is that the Curriculum Hub will create an environment in which to develop ideas and establish a hub of expertise where academic and professional staff can come together to experiment and contribute to enhancing teaching and learning practices.

Universities use a variety of names for their centres for teaching and learning, such as institutes or academies for teaching and learning or academic development. Trinity has used a **working title of the 'Curriculum Hub' for its new centre** and this is used throughout this Report. However, a new name may be needed for the centre as it has become apparent during the consultation across Trinity that Curriculum Hub may not be appropriate as it would not be properly understood within the College.

2.2 Strategic context

There are various recent and upcoming strategic learning and teaching initiatives at Trinity, together with external collaborations and other change drivers, which will be relevant to the development and future work of the new Curriculum Hub.

2.2.1 Related internal initiatives

Over the period of the last Strategic Plan (2014-19), Trinity's strategic aims for teaching and learning focussed on **renewing undergraduate education** through the [Trinity Education Project](#) (TEP). Previously, the assumption was that excellent research of itself generates excellent teaching, but the TEP has been transformative in enhancing the focus to teaching and learning and reflection on the curriculum. The TEP comprised a set of wide-ranging innovations, which are now being integrated into business as usual at the university:

- The development of a set of graduate attributes, curriculum principles and new programme architecture, allowing for more flexibility in pathways for students
- Changes to assessment and requirement for an independent research project for final years
- Standardisation of modules, new progression and award regulations
- A set of Trinity electives.

Within the period of Trinity's current Strategy (2020-2025), the focus will turn to **renewing the postgraduate student experience**. This will involve re-evaluating and renewing the approach to the structures, programmes and the pedagogy of postgraduate taught courses, and to models of supervision for postgraduate research students. Trinity plans to grow its postgraduate student population to over 30% of the overall student body by 2025. Postgraduate reforms may include increasing interoperability between programmes, offering modules from

existing courses as well as separating credit from achieving a degree. This process will be a principal element in the development of microcredentials, which could support wider national initiatives to enhance the skills and employability of its population.

Further continuous development in teaching and learning is being driven by the challenges and opportunities offered by new technologies. Accordingly, Trinity has committed to **implementing a new digital learning strategy** by 2022 that will provide a framework for using a full spectrum of digital learning tools, making them part of the mainstream pedagogical practice of the university. This is among a range of other educational objectives to *'practise next-generation teaching and learning'*, including enabling *'more diverse and more flexible learning and programme delivery in the areas of continuous professional development and micro-credentialing'*. These goals were in place prior to the Covid-19 pandemic, but their importance has increased rapidly because of the need to move to distance learning and prepare for a more blended approach to learning for the 2020/21 academic year.

Additionally, the new strategy commits the university to making **equality, diversity and inclusion a cornerstone of the institution's ethos and practice**. Trinity's student population is increasingly diverse, with growing numbers coming from socio-economically disadvantaged backgrounds, ethnic minorities, international students from different cultural and learning backgrounds, students with disabilities, LGBTQ+ and mature students. Many of these groups do not see themselves reflected in the curriculum, bringing access and engagement issues. For this reason, the university is developing a new [Trinity Inclusive Curriculum](#) during 2020/21. The aim is to bring students into the process through co-creation of the curriculum, so that it will become increasingly inclusive and help address attainment gaps and differential student experience. There is also a unique opportunity, because of Covid and the need for more digital learning, to embed the principles of universal design for learning broadly.

2.2.2 External collaborative initiatives

Trinity's focus on enhancing its teaching and learning is being further supported by **three externally driven and funded collaborative initiatives**, all of which will be relevant to the work of the Curriculum Hub in the future.

1. [Human Capital Initiative](#) sponsored by the Higher Education Authority is aiming to increase capacity in higher education in skills-focused programmes designed to meet priority skills needs. Trinity has been successful in all three competitive calls on graduate conversion courses, additional undergraduate places, and for innovative and responsive models of programme delivery to enable rapid response to changes in skills requirements and technology.
2. The Irish Universities Association sponsored national programme [Enhancing Digital Capacity in Teaching and Learning](#) involves funding for pilot projects at Trinity and other universities. Through professional development, it aims to enhance students' digital attributes and experiences by enabling the mainstreamed and integrated use of digital technologies across teaching and learning process. The aim is to develop critical mass and create a shared service to enhance digital capacity.
3. [CHARM-EU](#) initiative is an EU Horizon 2020 funded alliance comprising Trinity and Eötvös Loránd, Montpellier, Leven and Barcelona Universities. This pilot project will create an inter-university campus around which students, doctoral candidates, staff and researchers can move seamlessly. Alliance members will pool expertise, platforms and resources to deliver joint curricula or modules covering various disciplines. This will allow students to personalise their education, choosing what, where and when to study to get a European degree. The aim is to develop a new model, based on challenge-based learning, enabling students to develop their curriculum and work with industry.

2.2.3 Other change drivers

Other recent or prospective changes to curriculum development and pedagogic practices, both within Trinity and more generally across higher education, may also be relevant to the development of the curriculum and pedagogic practice such as those shown in Figure 1 below.

Figure 1 Other internal and external changes

Economic / societal changes	<ul style="list-style-type: none"> • Increase in multidisciplinary, interdisciplinary and transdisciplinary approaches to learning and degree offerings - with new skills to solve complex, integrated problems - with input and collaboration from employers • Shift to lifelong (mature) learners, up-skilling, re-skilling, flexibility in types and delivery of courses (short, part-time); employability embedded into curriculum
Government / regulators / professional bodies	<ul style="list-style-type: none"> • Demands of government (new department), regulators and accrediting bodies driving curriculum developments - need to be more agile in response • Cross cutting achievement of standards and proficiencies; need for integrative thinking on content and assessment
Europe	<ul style="list-style-type: none"> • Further development of the European higher education area • Synergy between education and research from linkages between Erasmus and Horizon funding programmes
Commercial collaboration	<ul style="list-style-type: none"> • Potential to develop and deliver customised programmes and microcredentials on a chargeable basis - supporting more flexible approach to learning (cross universities) • Need to understand that people might wish to study for credit, rather than a whole degree
Teaching models	<ul style="list-style-type: none"> • Shift from transmission to facilitation model of teaching - interaction with students changing to more self-directed learning • Rapid increase in digital learning and shift to online / blended delivery • Increased student expectations - more vocal and engaged - partners in learning
TEP	<ul style="list-style-type: none"> • Increased range of types of degrees, focus on graduate employability, their attributes and introduction of electives • Longer term aspiration for Trinity Joint Honours (using ECTS system) more linkages across subjects
Online learning / blended delivery	<ul style="list-style-type: none"> • Students can pick and choose modules to form their own programmes • Digital learning - significant expansion over past decade, now accelerated because of Covid; eventually meaningful integration of technology expected to become the norm and no need for the separate term 'e-learning'
Assessment	<ul style="list-style-type: none"> • Culture change on assessment tied into the way teach • Covid: take home exams requires a different style of teaching; need for training

2.3 Organisational context

2.3.1 Academic governance and leadership

Governance of teaching and learning at Trinity is the responsibility of the university Council and its academic committees. The Vice-Provost / Chief Academic Officer is the senior officer responsible for academic affairs. Annually appointed university officers with responsibility for postgraduate and undergraduate teaching and learning and the student experience respectively are the Dean of Undergraduate / Senior Lecturer, the Dean of Graduate Studies and Dean of Students.

Faculty Deans provide academic and strategic leadership within each of the three faculties at Trinity. Within the schools, academics are responsible for the design, development and ownership of the curriculum, and each school has an undergraduate and graduate director of teaching and learning. Procedures and decision-making structures for curriculum development, teaching, learning and assessment practices, and creating opportunities to discuss and develop these, varies across schools within Trinity.

Additionally, many schools have formal procedures for curriculum development through Teaching and Learning, Curriculum or Course Committees, which meet between three and five times per year. A few schools employ more informal approaches for their curriculum development, for instance through developing responses to quality reviews or external examiner reports. There are also three Course Offices which provide support for courses which cross multiple schools. These are academically led units with dedicated administrative support. Furthermore, a minority of schools provide some dedicated administrative support for staff development in teaching and learning or to support academics in the use of technology to enhance learning. Most of the curriculum development and pedagogy support is provided centrally within the university.

2.3.2 Professional development support

Current support for curriculum development and pedagogy is provided centrally by Trinity Teaching and Learning, (TT&L), which is part of the university's Academic Services Division. TT&L comprises five units which support the quality assurance and enhancement of the curriculum and pedagogic practices as set out in Figure 2 below. These units have tended to work independently of each other, mainly because of the approach to date in Trinity to the enhancement of teaching, learning and assessment. However, with the implementation of the TEP and the high reliance on the TT&L units to advise, guide and support schools, there is now greater fluidity and increasing interdependence across these units in the delivery of a more cohesive approach to quality assurance and enhancement in teaching, learning and assessment.

Figure 2 Trinity Teaching and Learning divisions

Trinity Teaching and Learning divisions	Remit
Academic Affairs	<ul style="list-style-type: none"> Responsible for supporting academic policy development, regulations and standards Supporting academic staff on developing new course proposals and approvals, and national and transnational collaborative programme and awards Supporting academic governance and the academic officers
Academic Practice (formerly CAPSL)	<ul style="list-style-type: none"> Provides resources, discussion fora and professional development support for academic staff and those supporting teaching and learning via research-led programmes, workshops, consultancies and events

Trinity Teaching and Learning divisions	Remit
	<ul style="list-style-type: none"> Includes professional certificate in academic practice (one of Trinity's strategic objectives is to increase the numbers completing this by 30%) An Adapting our Teaching for Learning Online module to support the hybrid approach to teaching and learning in 2020/21 in response to the Covid pandemic, and a module for graduate Teaching Assistants Team comprises one permanent 0.75 FTE Head of Academic Practice; one academic (professor level) on a secondment one day a week; and three academic developers on contracts related to specific projects (one is in year one of a three-year contract; another on a one-year contract expiring in early 2021; and the third is in the final year of five-year contract expiring in Feb 2021)
Careers Service	<ul style="list-style-type: none"> Supports student/ graduate careers and enhancing employability Develops guidance and works with academics across disciplines to embed employability and employer input into the curriculum Engages with employers in terms of placements and work-based learning opportunities and links academics with employers Oversees co-curricular activities related to careers and employability – employability award and leadership and development scholarships
Quality Office	<ul style="list-style-type: none"> Ensures Trinity is aligned to standards and regulations for quality, and that this is embedded in institutional culture and behaviours Includes offering quality assurance tools, procedures, advice and information to schools And data and resources designed to enhance and support best practice in teaching and learning, research and the student experience
Trinity Access Programmes	<ul style="list-style-type: none"> Supports people from areas with low progression rates to higher education to reach their full educational potential Offers a range of access programmes and engagement with communities and schools – good practice in terms of pedagogy and teaching and learning

Other professional development units and staff provide support for aspects of teaching, learning and the student experience, but this support is not connected at present. Some of the development units listed in Figure 3 below may have an interest in and, in some cases potentially a role to play, in the work of the Curriculum Hub.

Figure 3 – Related development units and remits

Development unit	Remit
Disability Services	<ul style="list-style-type: none"> Provides supports to disabled students and staff, recommends policy changes, and ensures compliance with relevant legislation and codes of practice Also works with EDI on inclusive teaching and contributes to the development of the Academic Practice course Learning to Learn Online
Equality, Diversity & Inclusion (EDI)	<ul style="list-style-type: none"> Supports students with their learning and study skills, liaises with academic staff and holds workshops, and works with other professional units, TAP, Global Relations and Academic Practice Currently working on the inclusive curriculum, and aiming to roll this out next year
Global	<ul style="list-style-type: none"> Responsible for brokering international collaborations e.g. jointly delivered programmes, therefore requires knowledge on the overall curriculum and teaching practices to be able to identify appropriate potential partners

Development unit	Remit
IT Services: Teaching & Learning Unit	<ul style="list-style-type: none"> • Set up in 2015 in IT Services; engages with eLearning and Trinity Online Services • Responsible for: managing and providing support on VLEs and tools (BlackBoard, Collaborate, Panopto); managing some facilities and teaching spaces (IT & AV); and providing expert support on instructional design of online courses to academics • Works with Academic Practice, inputs to Special Purpose Certificate
Learnovate	<ul style="list-style-type: none"> • One of ten tech centres funded by Enterprise Ireland, focused at SMEs • Mostly works with external stakeholders and facilitates projects within TCD and collaborations with schools/other HEIs/FE/corporates) • Huge scope given the expertise in Learnovate to work with the Hub in leveraging power of innovative thinking
Library	<ul style="list-style-type: none"> • Subject librarians design and deliver information and digital literacy skills and embed them into the curriculum where possible • Will be important to have library integrated into work of the Hub; make it easy for students to access materials in an effective way, and for academic staff to know how students using materials – and a role to play in championing diverse voices through exhibitions, talks and raising awareness
Office of Corporate Partnership and Knowledge Exchange	<ul style="list-style-type: none"> • Responsible for industry engagement and commercialisation of research • Engages with employers and industry to develop partnerships which enable industry to benefit from Trinity teaching, research and infrastructure
Science Gallery	<ul style="list-style-type: none"> • Interface between academics, researchers, students, and the public, supporting public awareness and engagement and bringing together art and science • Runs a Trinity Elective module for 2nd and 3rd year called ‘Idea Translation Lab’
Student Learning and Development	<ul style="list-style-type: none"> • Supports students by helping them develop the skills needed to become independent learners and reach their academic potential • Offers workshops and skills events, and resources
Tangent	<ul style="list-style-type: none"> • A student entrepreneurship centre (co-located with an expanded School of Business) which helps foster innovation and entrepreneurship at all levels across the university and works in collaboration with industry • Objectives to offer new entrepreneurship modules for postgraduate students and mentor 3,500 students in new venture ideas by 2022
Trinity Online Services	<ul style="list-style-type: none"> • Subsidiary company set up to generate income and be self-funding by commercialising postgraduate and CPD courses, plus free online courses • Converts materials into appropriate formats for online delivery (instructional design, graphic design, multimedia) - marketing of PG courses is then mainly done by the schools or Global Relations • In process of changing to mixed model; supporting undergraduate courses as well • An external review in 2019 highlighted disconnect of support and suggested a new unit for technology enhanced learning is created (merging Trinity Online Services, the Teaching & Learning Unit within IT, and eLearning (CAPSL) while retaining a commercial focus) – this is still under consideration

2.4 SUMS' terms of reference

Within this context, Trinity commissioned [SUMS Consulting](#) (a not for profit specialist organisation owned by its member universities) to **provide expert research and consultancy support to help inform the design of the model for the Curriculum Hub** between April and September 2020.

SUMS' support for the university comprised comparative international research to explore different models and identify any novel or effective practice which Trinity may wish to consider in the development of its new centre, together with an extensive consultation with academic leaders, staff and students to elicit their ideas and views to help inform the model for the Curriculum Hub. Specific strands of activity involved the following:

- Desk-based research to identify and then assess an initial long list of potential models and exemplars of curriculum development and pedagogic practices among 18 comparator universities in the UK, other parts of Europe, North America and Australia
- In-depth interviews with individuals from a short-list of seven comparator universities to explore different models and identify any novel or effective practice in more detail, for Trinity to consider in the design of the new Curriculum Hub (the research framework used is shown at [Appendix A](#))
- Semi-structured interviews and 19 small group discussions with around 90 academic leaders and staff members, students and professional staff from relevant professional development units
- Analysis and synthesis of all the findings and presentation of these with an assessment of potential options for the development of a future Curriculum Hub model for Trinity to consider.

The SUMS' team is grateful for the support and input of everyone at the comparator universities and at Trinity who contributed to this study, and in particular to the College's Academic Secretary and Senior Executive Officer (Academic Secretariat).

This Report is the main output from all the strands of research. It summarises the key findings from the research and suggests and assesses options for the Curriculum Hub delivery model for Trinity to take forward for further internal consideration.

3. External Perspectives: Approaches in Comparator Universities

3.1 Identifying potential models and exemplars

SUMS conducted initial desk-based research to identify potential models and exemplars of university centres engaged with enhancing curriculum development and pedagogic practices in the UK, other parts of Europe, North America and Australia, which could help to inform the design of Trinity's new centre. An initial long list of 18 comparator universities was compiled, selected based on research-intensity, having graduate and undergraduate students, and a recognised profile for research into and / or practice of pedagogical developments within higher education. An overview of the approaches found in these comparators is included at [Appendix I](#).

In summary, this preliminary stage of the research found that while all the comparators have an identified teaching and learning unit or centre, there are many models for the position of this within the overall governance and organisational structure of the university, and for its responsibilities and resources. Publicly available measures for effectiveness of these units tend to be limited to proxies, such as student satisfaction, progression

and completion rates and resources available to support staff. Typically, the remits of centres for teaching and learning includes common functions such as:

- Professional development
- Curriculum design
- Pedagogic research
- Networks and communities of practice
- External stakeholder engagement
- Leading or contributing to institutional strategic learning and teaching initiatives.

Within those national systems with more highly prescribed requirements, such as that of France, higher education institutions inevitably have limited options for at least the minimum level of responsibilities and the services they should offer. Where there is more flexibility, no single model emerges in those universities which proxies indicate to be more effective in their pedagogic practice. More mature centres, such as those found at the universities of Helsinki, Columbia and Edinburgh, have evolved over many years in some cases, to become embedded in the work and culture of their universities. However, many others, such as those at the Australian National University and University College London, are comparatively new to their current format. The tendency for review and restructuring of these units observed, potentially reflects uncertainties within institutions about the most appropriate model for delivery of support for teaching and learning.

Following discussions with Trinity, the second stage of the research involved identifying a short list of seven universities for more detailed investigation, covering **examples of different types of models and sizes of teaching and learning unit**. Other criteria used included the training and development offered to staff and students, models of new course approval, level of pedagogic research conducted, and examples with external collaborations on curriculum design and delivery. The approach involved documentary review and in-depth interviews with key individuals at the comparator universities, to explore the different models and identify any novel or effective practice which Trinity may wish to consider in the design of its centre (the research framework used is included at [Appendix A](#)).

The remainder of this section summarises key themes and findings from the detailed research among the seven comparator universities. Short case studies on each exemplar provide a detailed overview of each of the seven selected comparators as follows:

- Australian National University (ANU) ([Appendix B](#))
- Columbia University ([Appendix C](#))
- Monash University ([Appendix D](#))
- University College London (UCL) ([Appendix E](#))
- University of Edinburgh ([Appendix F](#))
- University of Helsinki at ([Appendix G](#))
- University of the West of England (UWE) ([Appendix H](#)).

3.2 Strategic drivers and purpose

All the exemplars express their commitment to delivering high quality teaching and learning as a high-level objective within their strategic plans. To achieve this, there is widespread acknowledgement that academic staff, many of whom were recruited in the main because of their research record and potential, deserve and require pedagogic support and training. The concept of 'high quality teaching and learning' is though commonly not defined within the various strategic plans, nor is this clearly understood among staff, to the extent that one

emerging role for a specialist unit could be to guide achievement of agreement on what this would look like in the local context and how it could be measured.

Similarly, there are examples, such as at Monash University, in which institutional discussions about the role of face-to-face sessions within a blended learning programme, and the subsequent implications for the design of teaching spaces, are being moderated within the teaching and learning unit, giving it an integral role in wider discussions about space utilisation and related financial considerations. Within ANU's equivalent unit, the Education and Environment team plays an important role in the design of flexible learning spaces, suitable for a range of teaching methods.

In most cases, any pedagogic research conducted (or commissioned) is seen as secondary to activities directly linked to the design and delivery of courses. A clear exception is the HYPE Centre at the University of Helsinki, the oldest and most research-intensive centre among the seven comparators considered as part of this study. Pedagogic research is considered integral to the HYPE centre's approach, which helps realise Helsinki's key education objective which is to strengthen connections between research and teaching through the entire university. Another approach, as seen at UCL's centre, builds connections through engaging students on taught programmes with research and researchers from the earliest stages.

3.3 Governance and leadership

Heads of teaching and learning units consulted with are unanimous that visible support from the senior leadership teams at their universities is crucial to gaining engagement from across the institution. Hence, they consider it appropriate that their line report is to the pro vice-chancellor (or equivalent role) with responsibility for education and / or the student experience. This senior postholder is also commonly leading delivery of those strands of the strategic plan relating to teaching and learning, and the centres play a key role in supporting this. Typically, directors are also key members and report to the education or similar central committees within their institutions.

Given this reporting line, the centre itself is sometimes freestanding, sitting independently of other central services and of the academic administration of the university. Other models, such as that at UCL, formally place the teaching and learning unit within a larger department, for operational reasons, with professional direction still directly at a pro vice-chancellor level role. At Helsinki, unusually, the centre is embedded within the Faculty of Education. This variety of organisational locations highlights the lack of a single obvious place for these units within standard university structures and reflects the different levels of priority placed on pedagogic enhancement within institutions.

Most heads of centres for teaching and learning are at Director level and come from an academic background, although not necessarily originally within education or pedagogy.

3.4 Organisational design of the centres

3.4.1 Composition of teams

There is little consistency in the number and nature of roles within each of the teaching and learning units. Typical roles within the teams include researchers, academic developers, learning technologists and administrative staff. Within the long list of comparators considered by this study the centres had between 10 and 45 members of staff. Among the seven comparators considered in detail, these ranged as follows:

- Columbia has a team of 45, comprising both technology and academic developers

- At Helsinki's centre, most of the 35 staff are academic experts in pedagogy (three are full professors of university education and 18 at associate or assistant professors of education)
- UWE's newly formed centre has 15 staff
- Edinburgh's centre has 35 staff including a Director and two assistant directors, one of whom is a professor of education responsible for the teaching and learning development team, the other is responsible for the researcher development team.

The most significant variations observed are in structures intended to reflect discipline-specific perspectives within the work of each unit; these range from those such as UCL and Helsinki in which individual staff within the specialist unit work with a specified school or faculty, to those such as ANU where central staff have core pedagogic expertise which can be called on by the education support staff within each department when necessary.

Many institutions currently have, or in the past had, 'teaching fellows'. While there is no single understanding of this term, in general these posts are part-time secondments of a member of a faculty to work with the central teaching and learning unit for a specific duration and for all or part of their time. Ideally these roles enable and encourage sharing of experience and expertise between the two parts of the institution. The fellows are in the position to support the incorporation of discipline-specific considerations into models for teaching and assessment, as these are developed across a university.

While the secondment model appears attractive, the impact of these roles is often judged to be small; this is at least in part because of the limited value that is placed on these activities when individuals are being considered for career progression, making them unattractive to many. In practice, buy-outs of time are sometimes minimal, or not reflected in reduced expectations of other individual outputs. Furthermore, in some cases, the resistance of other academics to engagement with questions of pedagogy makes the roles unattractive.

However, the more mature centres for teaching and learning models at Helsinki and Edinburgh universities have had far more success with secondments or fellows. For instance, at Edinburgh academics are seconded from schools to the Institute for Academic Development (10 secondees at present) part-time (typically two days per week) for up to two years, to produce a substantive piece of work, which may be configured to benefit the school, discipline or to develop a strategic initiative for the university (for instance one secondee is leading research to inform the university's Curriculum Reform programme at present). Initially, the university provided central seed funding to develop the secondments scheme, but now that its value has been demonstrated, it is considered more important for the work to be aligned with the needs of the schools. Many past secondees have used the experience to evidence their teaching accomplishments which has helped them move into leadership roles.

3.4.2 Digital learning support

Formal and informal relationships between teaching and learning units and those providing information systems and support also vary. There is often a lack of clarity for those directly involved in identifying where boundaries lie, and this is recognised as an obstacle for internal users of these services, who may not know where to go for advice or assistance on a specific issue. Those divisions of responsibility and activities that are in place, in some cases, have their origins in the specific interests of senior individuals and their visions for their departments. Columbia University's centre was founded in 2015 through merging academic development support for staff and students along with technology support for teaching and learning.

3.4.3 Use of technology, systems and data

There is agreement that specialist information systems staff should take the lead on management, security and maintenance of any virtual learning environment used. Similarly, teaching and learning leads are clear that their teams have an important role to play in identifying what is ideally a single platform to be used by the institution. They envisage a similar division between responsibilities for training, with IS staff providing advice and guidance on technical aspects of the use of the platform, but not on pedagogic practice that it supports.

At Monash, analytics collected during online study and assessment are used to assist in future development and consideration of questions of accessibility and equity. Potential has also been identified to work with information gathered during marking to support moderation processes.

3.4.4 Resourcing models

The core work of teaching and learning units is seen in all the universities consulted with as a central service, funded as part of the 'top slicing' of budgets. Some, such as ANU, also work on courses delivered by externally facing training units (such as those offering micro-credentials on a commercial basis) for which they receive direct payment. This model has the advantage of enabling the university to establish and maintain a service that can encourage and support good practice and consistency in teaching, learning and assessment across disciplines. The unit is also then appropriately placed to inform discussions about internal quality assurance processes. However, it can distance it and prioritisation of application of its finite resources from the needs of academic units.

3.5 Functional remits

3.5.1 Institutional teaching and learning approaches

Among the exemplar institutions, some have a specific, often strategically driven, approach to programme or course design and / or delivery, applied across the whole portfolio, and this is reflected in the activities of their teaching and learning units. For instance, in the case of UCL's Connected Curriculum initiative, all students are exposed to current research and those conducting it from the earliest stages of their degrees. This approach was developed and driven by the teaching and learning centre at UCL, under the leadership of its former head. In another model, at ANU, the current unit has evolved from a project that was set up initially to deliver the Interactive Learning Project (iLEAP) that has now become embedded into practice.

3.5.2 Processes used to promote best practice

There is general agreement among the consultees that it would be valuable for those with expertise in pedagogy within universities to be consulted as part of the development and refinement of internal quality control processes. However, there are no examples of this having happened within the seven case studies. Equally, there is consensus that the quality assurance process should be the responsibility of a separate department. This is both because of the different skills required and, in some cases, because of what is considered a reputational risk of being directly involved in a process that is primarily about compliance.

In some cases, such as at UCL, staff from the teaching and learning unit are members of the faculty committees that review proposals for new or revised courses before these are submitted to the institution's central quality assurance processes. These proposals include a requirement to demonstrate fit with overarching teaching and learning strategies. However, the volume of paperwork that is involved means that teaching and learning staff are often not able to give detailed consideration to these proposals.

One way that the teaching and learning units could support those developing course proposals is generally agreed to be by offering workshops to support academics when thinking through and refining their ideas at an early stage. To increase engagement in such activities, these workshops could be structured to address points relating to teaching and learning that will need to be discussed within a subsequent formal proposal for quality assurance approval. Another is where central support staff work closely with or are even embedded for a period within an academic unit which is undertaking curriculum development activity to provide localised support. At Helsinki, there are also small pedagogical teams from the centre who are embedded permanently within some of the faculties.

3.5.3 Expectations of teaching staff and training and development offered

Within the models considered, teaching is generally recognised as one of the criteria for academic promotion, although there are cases in which it is felt that this is not always valued by those considering applications to the same extent as research. Some institutions include formal requirements within their career structures for academic staff (such as in the UK, UCL's requirement for holding an [Advance HE Fellowship](#) to progress from probation), while others (such as ANU) include less calibrated expectations, or require only participation in training. Where formal requirements are in place, it is agreed that adequate support (provision of training and release of time) must be available to all staff.

Most institutions also offer training to graduate 'teaching assistants' or 'demonstrators'. However, take up of this is often varied between disciplines, resulting in differing levels of teaching quality for undergraduates and of career development opportunities for graduate students. Moreover, the centres at Columbia and Edinburgh are equally focussed on academic development for staff and graduate students. Across north American universities there is a recent trend to combine academic development support for students and staff, particularly among the ivy league schools such as Yale and Cornell, as well as at Columbia.

The range of online resources available for staff ranges from UCL's comprehensive, research-informed resource bank (drawing on work from the Institute of Education), to Edinburgh's separately branded [Teaching Matters website](#) (which comprises extensive information and resources and publishes blogs and articles by academics to highlight current issues in teaching and learning to disseminate good practice), to ANU's library of local case studies and Columbia's extensive set of resources and toolkits.

3.5.4 Research on pedagogy

There is significant variation in the extent to which members of teaching and learning centres are expected, and given time, to carry out research. At UCL, for example, staff are encouraged to devote around 20% of their time to research projects, which may or may not be related to aspects of curriculum development within the institution. Helsinki's core team is the most research focussed among the exemplars, and this is seen as the key part of the centre's role. Last year Columbia created the Science of Learning Research initiative as a hub for cross-disciplinary research to advance the scholarship of teaching and learning which sits within its centre. Edinburgh's centre is also strongly research-informed through the work of its own academic staff and academic secondees. It also runs the Principal's Award Scheme to commission academics to undertake small pedagogical research projects. At the other end of the scale, specialist staff at ANU are not expected to conduct research; however, the teaching and learning unit coordinates a network of some 50 academic staff across the university who publish practice-based educational research.

Additionally, Columbia's centre funds graduate students to undertake evaluations of new curriculum developments. UWE's new centre similarly engages with students as partners through paid secondments to work

on a range of strategic research projects, for instance master’s students are working on reducing the institutional Black, Asian, and minority ethnic (BAME) student attainment gap project, a priority for the university.

Differences across the centres are not linked to the presence or absence of an Education department or school, publishing research into pedagogy in higher education, with UCL’s unit for example collaborating with the Institute of Education (now a department of the institution). Conversely, Helsinki’s centre, with its strong pedagogic research focus is affiliated with the Department of Education.

3.5.5 Informal networks and communities of practice in place

There is broad recognition that aspects of effective pedagogy and assessment depend on discipline-specific approaches. Informal networks often add that dimension to the broader support that a central teaching and learning unit provides. These may rely on personal contacts (in which case newer members of teaching staff may have difficulty identifying key individuals) or operate within the framework of some form of teaching fellowship.

Communities of practice are found at different levels, from students trained as peer-supporters in the use of learning technologies (at Monash) and the encouragement of structured student-student learning (at ANU) to an Education Researcher Network (at ANU).

3.5.6 Engaging with partners and collaborators

At both Monash and ANU, the teaching and learning unit works on access and outreach projects to support pupils from under-represented groups at local schools, delivered through digital platforms. These initiatives support these universities’ widening participation objectives.

In addition to the centre at Edinburgh, another unit (part funded by government to drive economic growth) in development is the [Edinburgh Futures Institute](#), which is focussed on co-producing radically different interdisciplinary programmes with a dispersed community of academics and external collaborators from industry and other sectors (some of the latter sit on the Curriculum Board). UWE’s new unit also brings staff, students and external partners together to exchange ideas and share expertise and experience through institution-wide events and bespoke team-based development workshops.

3.6 Summary of effective practices

Shared aspects of effective practice (‘what works’) identified across the seven comparator universities are summarised in Figure 4 below, and we suggest these should be key elements of a future Curriculum Hub at Trinity.

Figure 4 Effective practices – “what works” in centres for teaching and learning

Theme	Aspects of effective practice – ‘what works’
Leadership	<ul style="list-style-type: none"> Appropriately senior academic leadership of teaching and learning centres is essential and most effective when directors report directly to the pro vice-chancellor or equivalent level of the university, particularly where part of the centre’s remit is to support strategic university initiatives
Funding	<ul style="list-style-type: none"> The integral role of, and institutional commitment to, the teaching and learning centre is confirmed and supported in all cases through core funding from central budgets, rather than recharging for individual projects

Theme	Aspects of effective practice – ‘what works’
Focus on student experience	<ul style="list-style-type: none"> • A key success factor is to ensure that the teaching and learning centres are dedicated to supporting schools and academics in giving students the best possible learning experience, and that this is well articulated and communicated
Clarity of remit	<ul style="list-style-type: none"> • Teaching and learning centres should support, but not drive, course design and approval processes
Discipline focus	<ul style="list-style-type: none"> • Centres should have links / some staff that are discipline-specific to add value, but must respect the subject knowledge of academic units and enable and support them to design and deliver their curriculum
Increasing esteem for teaching	<ul style="list-style-type: none"> • By building expectations in relation to pedagogic training into recruitment and career progression criteria, institutions can increase esteem of teaching, towards that of research; then they must enable staff to achieve appropriate standards
Pedagogic research	<ul style="list-style-type: none"> • Within teaching and learning centres, undertaking and / or commissioning pedagogic research is valuable, but in most cases is ultimately secondary to supporting the delivery of the university's core teaching • However, Helsinki’s research-intensive centre is a notable exceptions to this, as are Columbia and Edinburgh which fund pedagogic research through the centres in support of institutional objectives (such as cross-disciplinary research to advance the scholarship of teaching and learning and to support the Curriculum Reform review respectively)
Scope and target audience	<ul style="list-style-type: none"> • The scope and client groups of teaching and learning centres vary, some only support academics while others also include: <ul style="list-style-type: none"> ○ Students through supporting their academic development and / or providing students with work experience or funding for them to undertake research studies and programme evaluation ○ Employer engagement in developing teaching and learning
Use of secondments / localised support	<ul style="list-style-type: none"> • Use of secondments or ‘teaching fellows’ from academic units to work with the centre to support discipline-specific considerations by producing a substantive piece of work which may be configured to benefit the school or a strategic initiative for the university • Central support staff providing localised curriculum development and pedagogic support sometimes becoming embedded (temporarily or permanently), within an academic unit to support curriculum development activity
Boundaries with IT / system support	<ul style="list-style-type: none"> • Often there is a lack of clarity about the boundaries between IT / systems support and pedagogic support for curriculum design and delivery; frameworks for collaboration are needed across both areas of expertise to help internal ‘clients’ to understand or navigate boundaries
Learning analytics	<ul style="list-style-type: none"> • The potential for the use of learning analytics that online delivery offers is often not fully used, either to inform course design or to identify strengths and weaknesses of individual students

4. Internal Perspectives: On a Curriculum Hub at Trinity

4.1 Overview

Centres for the development of the curriculum and teaching and learning practices are prevalent in leading research-led universities around the world. They are considered highly beneficial, particularly where their focus goes beyond staff development to influencing and implementing strategic institutional teaching and learning initiatives. Trinity expressed its commitment to developing a centre for '*continuing pedagogic renewal*' in the current strategy (2020-25) as part of the commitment to practise '*next generation teaching and learning*'. The vision is that the new centre will facilitate the design and development of effective ways of delivering the curriculum, through identifying and disseminating research-led practices and providing opportunities for incubating, generating and implementing best practice in teaching and learning.

SUMS consulted with around 90 individuals across Trinity through individual and small group discussions with academic leaders and staff, students and professional staff across the College during June and July 2020 to find out their ideas and perspectives on the future model for the Curriculum Hub. The consultation took place during the Covid-19 pandemic, when inevitably the shift to online teaching and preparations for a blended approach in the next academic year were uppermost in consultees' minds. Although most consultees agreed that a new centre would be beneficial at Trinity, a variety of views were expressed, and not everyone felt there is a need for a new centre for teaching and learning, or at least not during this challenging time due to constrained resources. The remainder of this section summarises the findings from the consultation.

4.2 Rationale for a Curriculum Hub

When asked *why a Curriculum Hub is needed at Trinity*, consultees pointed out that support for curriculum development and pedagogic practice is underdeveloped within the College at present. They suggested **four main objectives for the Curriculum Hub**:

1. To influence and provide guidance on curriculum development and pedagogy in alignment with Trinity strategy and Government priorities
2. To promote and support a culture that values effective teaching
3. To enhance the student experience, and support diversity and equality in all its forms
4. To strengthen and connect existing internal sources of expertise and enable more holistic support for academics in developing the curriculum and their pedagogic practice.

These objectives are aligned with Trinity's strategic teaching and learning priorities and current initiatives. Further details on consultees' objectives for the Hub are discussed below.

4.2.1 Influencing and providing guidance on curriculum development

Trinity's strategy commits the university to practising next generation teaching and learning; to being innovative and focussed on the changing demands of learners and taking better account of their diversity; and to support the changing skills landscape and needs of the economy and society. To do this, consultees consider that **more supporting resource is needed to enable this constant process of change and innovation in the curriculum and teaching and learning practice** to take place, thereby helping the university remain competitive in the global higher education market. Further support needs to be put in place to engage staff and help them develop their teaching methods, rather than only devolving this to individual academics.

A key part of the rationale for the Curriculum Hub is that it could provide a single point from which to access the range of pedagogic support that is envisaged. The Hub could take a **holistic view to influence and provide guidance over the development of delivery of the curriculum**, by supporting its alignment with the university's strategic teaching and learning objectives and initiatives (such as the proposed renewal of postgraduate taught course frameworks), and by responding to evolving Government policy priorities. In the most successful comparative models discussed in the preceding section, influencing and implementing strategic institutional teaching and learning initiatives and priorities are core to the teaching and learning units' remit.

Clearly, as many consultees highlighted, academic staff must continue to specify the discipline-specific subject content of the curriculum (in many disciplines prescribed by accrediting bodies' requirements in any case). Instead, the role of the Curriculum Hub would be to advise and enable academics during the processes of identifying and delivering appropriate forms of teaching and assessment, drawing on in-house expertise on pedagogy and wider best practice.

4.2.2 Promoting and supporting a culture that values effective teaching

Consultees consider that while Trinity cares about the quality and standard of its teaching, which it values as an integral part of its reputation, there is **no formalised approach to professional support and development for teaching**. Many consultees perceive that academic staff are recruited to Trinity based on their research rather than teaching expertise, which is common among research-intensive universities. Moreover, they stated that time spent on research brings greater recognition and reward for academics than that on teaching, particularly for early career researchers.

Consultees perceive a reluctance among some academic staff to embrace new teaching practices and ways of looking at their curriculum. This can be because of 'change fatigue', concern about workloads and the need to focus available time on research. **Most academic consultees cited barriers to taking part in pedagogic research and development** as a lack of time and any clear incentive to do so. Moreover, many were unaware of the changes to promotional criteria which have already been made at Trinity. Furthermore, they believed that there remains insufficient allocation of time, reward and recognition for effort devoted to improving teaching compared with research, and that it is difficult to evaluate teaching engagement as reliable metrics do not exist for this yet. Others considered that individual decision-making on the part of academics did not always reflect this shift in emphasis. Many pointed out that academics who undertake pedagogic research and professional development at present simply do so either out of personal interest or enthusiasm and / or because it helps in future careers and job applications elsewhere.

As the comparative research for this study found, **effective centres for teaching do have a positive impact (over time) on promoting and supporting a culture that better values teaching** and learning within research-intensive universities. Therefore, introducing the Curriculum Hub would help place renewed emphasis on teaching and learning; demonstrating that this is at the forefront of what Trinity does as a university. This will add to the university's competitive advantage, in both staff and student recruitment, and has the potential to impact positively on the teaching and learning metrics of league table rankings.

Moreover, the Curriculum Hub could also help to **promote culture change** and a shift in attitude needed by enabling **enhanced support, recognition and reward for excellent research-informed teaching practice** within Trinity in various ways, for instance:

- Through driving innovation and continuous development by providing academic staff with the space for incubation and time needed for reflection and creation of new programmes and developments

- In providing a forum for bringing together different individuals and groups from among academics, professional support staff and students to share expertise, collaborate and network, and where relevant engaging with other universities, employers and other external stakeholders as well.

4.2.3 Enhancing the student experience, and supporting equality and diversity

Trinity is in the process of embedding changes to undergraduate education arising from the TEP and now plans further major change through renewal of postgraduate education and the development of a new inclusive curriculum. The latter is being co-created with students, with the objective of recognising and supporting diversity in all its forms. The Curriculum Hub could contribute to **enhancing the student experience generally and equality, diversity and inclusion** by supporting the professional development of staff in these areas, and potentially through engaging with students to identify and co-create future changes needed.

The Curriculum Hub could also have a role in ‘joining the dots’ of quality of design, delivery, assessment and administration, including flexibility and accessibility, to help benefit students and their experience. Moreover, it could encourage the process of continuous improvement, by supporting course leaders who are working to reflect student feedback and the recommendations of other forms of course review in the refinement or updating of their programmes.

Additionally, **Teaching Assistants** who represent a pool of talent at Trinity could be better supported, recognised and engaged with in a more consistent way across Trinity. The Hub could therefore provide core training and support for postgraduate students who are also working as teachers or demonstrators, thereby also increasing consistency and quality of the undergraduate student experience.

4.2.4 Strengthening and connecting sources of support and expertise

Expert support and resources to develop teaching and learning already exists across Trinity, particularly within Trinity Teaching and Learning, but also within schools and in part in other professional development units, such as IT Services, Trinity Online Services, the Equality, Diversity and Inclusion Unit, and the Office of Corporate Partnership and Knowledge Exchange. However, this support has grown organically over the years and is distributed in different places and units (with different functions and objectives) across the university and there are perceived gaps (for instance in data analytics needed for evaluation and new course design).

Academic users of professional support services consulted with perceive there is a lack of clarity about the specific roles of different units involved in providing aspects of teaching and learning support and how to access this. They often tap into this through someone they know who may be able to help them. Moreover, they consider that the teaching and learning support available is limited, disconnected or too expensive to access.

Developing a Curriculum Hub with enabling structures to **strengthen and coordinate teaching and learning support** across the university would be beneficial. Consultees suggested that a more joined-up approach would enable a high-level view of processes to be taken and more holistic support to be provided to academic schools and staff, and bring benefits from economies of scale. This would also make it clearer for academic users and give them the assurance that there is **one path or a gateway for them to access support**. Additionally, it would also allow better prioritisation of the finite amount of support available and enable alignment of its allocation with overall institutional needs and priorities.

Trinity will have to consider questions such as what type of expertise and scale of resource will be needed in the core centre, together with how best to engage academic expertise within the schools, and specific types of

support available in other professional development units. Research with comparator models found that the types of expert resource within the centres to support teaching and learning varied according to their remits. Typically, core teams comprise academic experts, education developers, learning technologists and administrative staff, and range in size between 10 and 45 staff. However, at Columbia the large core team of 45 combines learning designers with pedagogic expertise, together with software developers, media and instructional technology experts. By contrast the team at Helsinki is almost exclusively made up of academic experts in pedagogy. Edinburgh’s team of 35 staff has a dual focus on learning development and researcher development.

4.3 Desired benefits of the new centre

Consultees were also asked *what benefits (or intended outcomes) the Curriculum Hub could and should offer and for which groups*, such as academic staff, students of different types, professional staff, external partners and stakeholders and for the university itself. Focussing on the intended outcomes and impacts in this way (rather than solely on activities and outputs) in the development and operation of the Curriculum Hub will be crucial in helping it focus on delivering its strategic objectives.

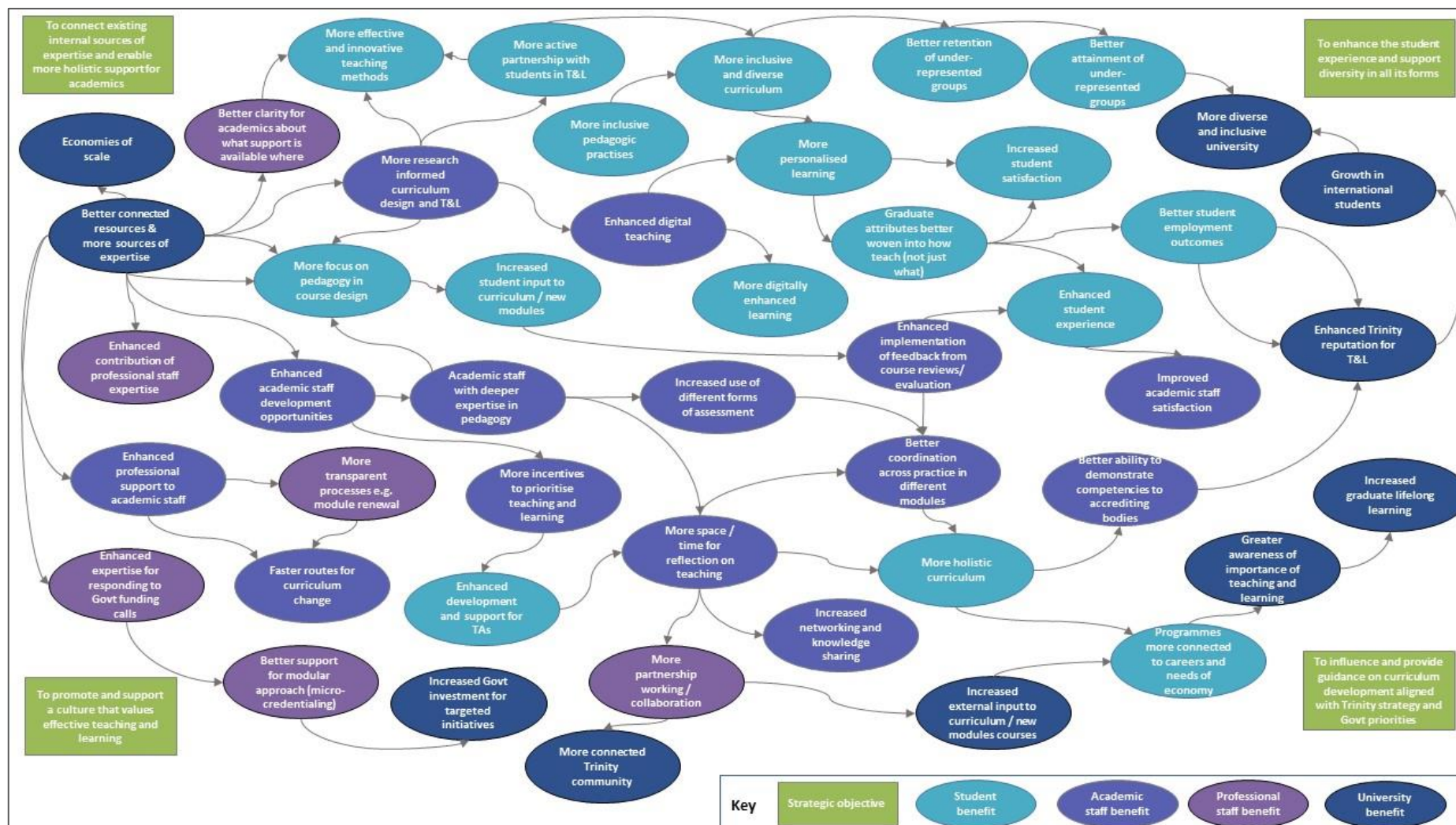
Teaching and learning benefits which consultees suggested the Curriculum Hub should contribute to realising are listed in Figure 5 and grouped by type of beneficiary. The figure summarises consultees’ views on what the benefits from the Hub should be for different groups. The outcome relationship map in Figure 6 which follows overleaf shows the same information, but also suggests how these benefits or intended outcomes relate to each other and will impact on the four strategic objectives of the Curriculum Hub. Outcome relationship maps are useful tools both for planning new initiatives and for monitoring and evaluating their effectiveness.

Figure 5 Desired benefits from Curriculum Hub

Student benefits	Academic staff benefits	Professional staff benefits	University benefits
More focus on pedagogy in course design	Enhanced professional support to academic staff	Better clarity for academics about what support is available and where	Economies of scale
More effective and innovative teaching methods	Enhanced academic staff development opportunities	Enhanced contribution of professional staff expertise	Better connected resources & more sources of expertise
More active partnership with students in T&L	More research informed curriculum design and T&L	Better opportunities for staff development and progression in larger teams	Increased Govt investment for targeted initiatives
Increased student input to curriculum / new modules	Faster routes for curriculum change	Enhanced expertise for responding to Govt funding calls	Greater awareness of importance of teaching and learning
More inclusive pedagogic practises	Academic staff with deeper expertise in pedagogy	Better support for modular approach (micro-credentialing)	More diverse and inclusive university
More inclusive and diverse curriculum	More incentives to prioritise teaching and learning	More transparent processes e.g. module renewal	More connected Trinity community
More personalised learning	Enhanced digital teaching	More partnership working / collaboration	Increased external input to curriculum / new modules courses
More digitally enhanced learning	More space / time for reflection on teaching		Growth in international students

Student benefits	Academic staff benefits	Professional staff benefits	University benefits
More holistic curriculum	Increased use of different forms of assessment		Enhanced Trinity reputation for T&L
Graduate attributes better woven into how teach (not just what)	Enhanced implementation of feedback from course reviews/ evaluation		Increased graduate lifelong learning
Enhanced development and support for teaching assistants	Increased networking and knowledge sharing		Stronger links with employers through greater employer engagement in the development of curriculum
Increased student satisfaction	Better coordination across practice in different modules		
Better retention of under-represented groups	Better ability to demonstrate competencies to accrediting bodies		
Enhanced student experience	Improved academic staff satisfaction		
Better attainment of under-represented groups	Enhanced support for research-led teaching and curriculum development		
Better student employment outcomes			
Programmes more connected to careers and needs of economy			

Figure 6 Desired teaching and learning outcomes of the Curriculum Hub



4.4 Key functions and activities of the Curriculum Hub

The consultation also sought to establish *what the Curriculum Hub should do to fulfil its purpose* in helping drive continuous improvement in course design and teaching and assessment practices at Trinity, in line with the College's strategic goals for teaching and learning.

Overall, most consultees felt that the level and types of support provided currently across Trinity does need to be enhanced, and that the *scope and target audience for the Curriculum Hub* should therefore be three-fold, to:

1. Respond to and advance teaching and learning needs and initiatives as defined by the university, but grounded in research to disseminate novel and effective practice in pedagogy, assessment and curriculum design to help create culture change
2. Deliver a broad range of services targeted at all academic constituencies (staff and students), all career stages and encompassing undergraduate, postgraduate and CPD education, covering all disciplines and all delivery models
3. Foster internal collaboration between Trinity academic and professional staff and students, to facilitate external collaboration with other academic institutions, employers and other organisations, and over time to disseminate to a wider audience, through joint programmes, online resources, events and publications.

Discussions focussed particularly on what support the Hub could provide to academic staff in pedagogic design and development and teaching and assessment practices, and what consultees believed could have a real impact on student experience, in light of wider contextual issues at the college. The key **functions which Trinity consultees suggested the Hub should undertake** are set out in Figure 7 below.

These functions and activities will all be needed and mirror many of the **'first-order' or core responsibilities held by units** in universities considered in Section 3. However, **they do not reflect some of the 'second-order' or more strategic activities also observed among comparators**, in which the teaching and learning unit also has a significant role in advising on, or shaping, institutional practice in related areas, for example the design of flexible learning spaces or review of internal quality assurance processes. These wider responsibilities in comparator institutions were generally seen in situations where the specialist unit has achieved a high state of maturity and has a broad strategic remit, often gained through a gradual process of development, including through building good relationships and a respected professional profile among colleagues.

As deliberations on the Curriculum Hub and its remit progress, Trinity may wish to **enhance this list of functions and activities suggested by consultees to ensure full account is taken of effective practice** found elsewhere and the need for the new centre to be able to support the College's strategic need for driving continuous pedagogic renewal and practicing next generation teaching and learning.

Figure 7 Key functions and activities of the Hub – ‘what’ consultees believe it should do

Support for curriculum development

- Provide a single entry point / gateway to sources of practical, expert and holistic pedagogical support and guidance of various different types to academics and schools on curriculum design and review (with generic and discipline specific experience built in and ability to support at programme and modular level) and including expert support for digital teaching and learning
- Operate in constructive partnership, maintaining a boundary between the Hub's role to advance pedagogic practice and schools / academics in developing curriculum content
- Make available a collaborative space (or an incubation unit which could be virtual or physical) and time needed for reflection, experimentation and creative energy to review the curriculum and explore ideas and pedagogy
- Develop / enhance end-end processes to support curriculum design and development in partnership with schools
- Provide internal tailored consultancy support, bringing together different elements as and when needed of expertise from among professional staff (including academic development, learning technology) to support and guide academics and schools, working locally alongside them where appropriate

Professional development

- Provide development opportunities in different pedagogical approaches to academics at all stages of their careers (including PGR students) to develop their teaching - including through Teaching Fellowships - offering an expanded set of professional development (accredited and non-accredited, virtual and in person) courses, events, demonstrators, showcases and workshops
- Content should be both generic and cross-discipline and discipline / related disciplines-specific
- Also content should be both: grounded in pedagogic research covering both areas where academics require support (e.g. digital pedagogy, online and blended delivery models, teaching international students, how to teach at scale, how to engage with students becoming independent learners, assessment and feedback methods, how to look more holistically at curriculum, inclusive teaching and effective use of different learning spaces); and aligned thematically with institutional strategic needs and priorities to support their implementation (e.g. diversity, student partners in learning, micro-credentialing or reforming postgraduate education)

Support pedagogic research-informed teaching

- Collate, evaluate and disseminate learning from internal academic research and from research projects conducted within professional development units, and from literature on external research
- Provide funding for academics to undertake pedagogical research projects in specific disciplines and cross-discipline to help develop and assess effectiveness of novel teaching and assessment practices (although views were mixed on whether and the extent to which the Curriculum Hub should undertake or commission pedagogic research, but this is a key feature of effective practice found among comparators and should be a key component of its remit)
- Provide funding to students for small projects to help evaluate and inform curriculum development and pedagogic practices

Evaluation, monitoring and enhancement

- Support university level evaluation of implementation of recent / future changes to teaching and learning, to identify and help embed effective practice and identify gaps
- Supporting enhancement by establishing links between quality processes and pedagogic practice, including collating recurring themes from course evaluation feedback and external examiner reports and supporting and building these into Hub's programme of activities
- Provide a means for students to provide meaningful feedback at programme level across disciplines (e.g. focus groups, surveys, exit interviews) and disseminate learning to feed into continuous improvement
- Monitor and provide support with learning analytics (and tools) to inform academics and schools – gathering insights from data across Trinity, on trends and external focus through facilitating benchmarking

Collaboration, communities of practice and networking

- Provide collaborative space to exchange ideas across disciplines for 'cross-pollination of ideas' internally, and support for multidisciplinary, interdisciplinary and transdisciplinary teaching and learning
- Facilitate networks and create and support thematic communities of practice across disciplines (e.g. networks of secondees (two-way), teaching fellows, champions)
- Liaise / interact with schools through local structures including Teaching and Learning / Curriculum Committees
- Support engagement with external stakeholders (e.g. industry, professional bodies) and collaborating with other universities
- Undertake dissemination activities – conferences and events (with internal and external speakers), fora, briefing notes, newsletters and online communications to share effective practice

Information and resources

- Serve as a single contact point that academics can use to access pedagogic support (a gateway to experts, whatever their departmental affiliation)
- Collate and curate a single repository of teaching and learning resources, e.g. policies and guidance; how to guides, case studies and best practice examples of models that can be easily adapted to support academics; well-designed templates (with suitable flexibility) and style guides; and tools and technologies for use in new course design and development
- Provide clear information and contacts about what support is (and is not) on offer in terms of pedagogic support for curriculum development and how to access this through well-structured internal communications

4.5 Enablers and barriers to developing the Curriculum Hub

Developing and implementing the new centre across Trinity will take a significant amount of time, resource and enthusiasm. Accordingly, another key area of focus for the consultation was to identify what enabling actions and changes Trinity will need to make to overcome potential barriers to the development, implementation and effective use of the Curriculum Hub. A synthesis of consultees' views on ***how the Hub could meet its objectives and fulfil the various functions they wish to see*** is set out in this section below.

4.5.1 Academic leadership

Consultees indicated that for the Curriculum Hub to be successful, a member of Trinity's senior academic leadership should set its objectives, specify how performance should be monitored and measured, be ***accountable for and champion its development and implementation***. This level of senior leadership matches what works among the comparator models. Additionally, the leader of the Hub should report directly to or through a dotted line and work closely with the Vice-Provost as the most senior academic leader. Again, this is in accordance with effective practice identified among comparator models and was highlighted as an important success factor by directors. This reporting line helps ensure that the centre's work programme and prioritisation is focussed on influencing and implementing strategic institutional teaching and learning initiatives.

For the Hub to work as envisaged it will also require strong partnership working between academics and expert development staff. However, consultees suggested that the centre will only be credible to academics, and therefore able to fulfil its purpose, if it is academically led. Therefore, the leader or ***director of the new unit with responsibility for its successful development and implementation should be an appropriately senior academic***. This perception of consultees again conforms to the views of directors from the comparator models, who all say that senior academic leadership of centres for teaching and learning is essential for their success.

4.5.2 Investment funding and resourcing model

Many consultees raised the question of how the development and operation of the Curriculum Hub would be resourced, not least during the current climate with the yet unknown impact of the pandemic. Nevertheless, most stressed that if the centre goes ahead, it must be provided with sufficient resourcing and have appropriate capacity to be successful and sustainable. Therefore, the Hub should be sized and resourced appropriately and according to its remit. Delivering the infrastructure and types of support which consultees want to see from the Hub, such as staff being embedded in schools to support curriculum development and availability of discipline specific support, would require a step change in the level of resource and changes to the way current teaching and learning support resources are organised and managed and activities prioritised.

As noted in Section 3.4.1, the models considered by the comparative research have teams in their centres of between 15 and 45 staff (plus funded secondments in some cases), comprising individuals with different types and levels of expertise. Working towards developing the new centre will require considerable investment by Trinity. Also, the university will have to establish a way to prioritise the allocation of resource and expertise from the Hub. This would have to reflect the overall academic mission, in line with its role as a central service. Using a 'bidding round' based on quasi-commercial criteria has not been successful at Trinity in the past, therefore a broader range of measures would be needed that also gives weight to non-financial benefits.

Assuming that initial investment to develop the Curriculum Hub will be found, since it is a priority in the current strategy to help drive next generation teaching and learning at Trinity, there is also the possibility in the medium-

term of exploring potential external sources of funding at national and / or European level, and either independently and / or as part of consortia with other research-led universities to develop the centre further.

4.5.3 Clear communications

Across all the consultative discussions, including some with staff directly involved, there was a lack of clarity about the specific roles of different units involved in providing teaching and learning support. This serves as a deterrent to many, other than the greatest 'enthusiasts', from engaging with the support that is currently available and can make project planning and management difficult. A shared understanding of roles and boundaries will be needed among Curriculum Hub staff, and then a single inquiry point or gateway should be established and promoted to potential users within Trinity to be able to access support. Consultees also stressed that it is important that these communications should explain the services that the Hub offers, and clarify the scope of its activities and resources, so that expectations raised can be delivered.

4.5.4 Broad academic engagement

Consultees were clear that **the Curriculum Hub should foster broad academic engagement** and that it will not be successful in meeting its objectives if it is solely an 'enthusiast model'. Some academics who had engaged with existing services as 'enthusiasts' or champions were deterred by the negative reactions they had received from colleagues to the ideas and practices they sought to develop within their home schools. To generate engagement from as wide an audience as possible, the Hub will have to identify and design its services in line with a range of drivers for academic staff. For some staff, their motive may be to teach more efficiently so they can get back to research, others will have a real enthusiasm for teaching and curriculum development as a means to increase inclusivity, while others might want to bring their research into teaching more effectively.

As noted in Section 4.2.2, academic consultees indicated the considerable challenges for them to find time to develop and enhance their teaching practices. Accordingly, there will have to be clear incentives for academic staff to participate in the Curriculum Hub, potentially requiring further change across the university and within schools, as well as cultural change which places greater value on teaching. Staff feel they need to be given time and support to take teaching seriously. This could include for instance some of the following activities:

- Looking at ways to give professional accreditation to teaching and learning skills, including consideration of whether to make the certificate in academic practice mandatory
- Helping staff to develop a portfolio to demonstrate their teaching skills
- Providing support for teaching fellowships, academic secondments or similar, which would be an important linkage with schools and a resource efficient model for the Curriculum Hub when it needed to draw on expert staff.

Similarly, **senior leaders in faculties and schools** will have to be persuaded of the benefits and encouraged to use the Curriculum Hub. Moreover, schools will have to be compensated to release academic staff time to be involved in the Hub activities, particularly if there are opportunity costs of releasing their time from revenue generating activities. Therefore the Hub will have to engage with schools, the directors of teaching and learning and relevant committees to identify their needs and then undertake activities which are demonstrably beneficial at school and subject level, as well as university and individual level. This might include ensuring for instance that any pedagogic research projects which seconded academics do are of direct benefit to the school.

In some of the more mature models found among comparator institutions, central seed funding was provided initially for several years to develop secondments schemes to support individual academics undertaking research into curriculum development or pedagogy within their disciplines. However, now that their value has been

demonstrated, it is considered more important for this work to be aligned with the needs of the schools (and or individual or groups of disciplines), who are then willing to release staff time as they can see the benefits for them.

One of the most prevalent way of engaging with and benefiting schools directly suggested by Trinity consultees would be to rotate **expert Curriculum Hub resources through different schools, assigning them to provide embedded consultancy support for curriculum change tailored to schools' needs and activities**. Ideally and to add the most value, Hub staff should have or develop expertise in specific disciplines or in groups of disciplines with obvious pedagogical similarities. This would be a qualitatively different level of centrally provided support for schools, with expert staff such as academic developers, instructional designers or data specialists providing this localised support at an early stage of curriculum design, working in partnership with academics in schools for a brief or ongoing period.

4.5.5 Effective student engagement

Most consultees across Trinity of all types felt that **student involvement (undergraduate and postgraduate) in the Curriculum Hub should be core**, particularly in feeding back their experience to support curriculum design and review. Eliciting feedback from students varies at present across Trinity. Elements of current good practice include the use of reflective or focus groups and an exit survey of all recent graduates in one school. Additionally, as an increasing number of students have a very diverse profile, they want their lived experience to be better represented in the curriculum. The Hub could play a central role, working with the EDI team, in capturing the diversity of student voices (including alumni), in a more standardised way across schools and disciplines and feeding this back to academics and schools.

Additionally, the Hub could look at **different junctures in the student journey** that are linked with the curriculum to identify areas when students are facing difficulties engaging. For instance, several consultees mentioned that enhanced support is needed for one-year postgraduate master's students, particularly for international students who have previously studied in institutions with very different approaches, and who have a very short period to get used to Trinity. Training courses could be provided through the Hub at the outset to help students to understand and benefit from the academic environment they have now joined. Similarly, an emerging need has been identified to offer support to an increasing number of undergraduates from under-represented groups in their transition to higher education from schools, where they were assessed principally in terms of rote learning.

Moreover, the Hub could emulate some of the effective practice found elsewhere in providing support through **small project funding for students and graduates to undertake pedagogical research projects**, for instance including programme level evaluation (including of assessment practice). This would benefit academics and schools through bringing a more holistic view of the current curriculum than the current mainly modular focus, and it could create conditions for students to acquire new skills and become thought leaders in this area. Involving students in this way would also generate evidence that could be used to inform course refinement that builds on student feedback and critical evaluation of learning outcomes.

Additionally, several academic consultees observed that increasingly PhD students are being grant funded by research projects, and as a result, it can be difficult to find postgraduate student tutors and demonstrators. The Hub could play a central **role in setting up of PhD studentships that are attached to teaching duties** within specific modules, and training students in teaching practice, which they could build over time into an accredited qualification.

4.6 Design principles for the Curriculum Hub

Agreeing a set of business design principles will be an important early step for Trinity to help inform the future model for the Curriculum Hub. Design principles can be used to establish a view of how the Curriculum Hub will fulfil its purpose, provide a means of harmonising decision-making, help to ensure consistency, support communications and establish a collective understanding.

Although opinions varied on different aspects of the development of a new centre among consultees, there was **broad consensus on the main design principles** which they would like Trinity to adhere to in the development of the new centre:

1. The Curriculum Hub must be a long-term commitment of Trinity
2. It must be academically led and at a sufficiently senior level to be credible
3. It must have a clear remit, explicitly linked to and guided by the Strategy to set business priorities
4. It must become a recognised centre, properly resourced and staffed with specialists
5. It must enhance and better connect existing sources of teaching and learning support across Trinity
6. Its work must be research informed and add visible value to pedagogic practice
7. It must develop relationships with schools as they develop their curricula, be organised to enable it to dovetail with school structures, and provide both discipline specific and generic support and expertise
8. It must include and add value for academics at all career stages (including graduate students and teaching assistants) to drive and incentivise use (rewards and compensation)
9. Students (of all types) must be involved in the creation and the operations of the Hub
10. It must be structured to offer a clear gateway to teaching and learning support services.

Comparing the design principles suggested by consultees with effective practice found in the comparator models (see Section 3.6, Figure 4) there is a lot of similarity. However, we would suggest augmenting this list with four additional design principles below, so that Trinity's new centre meets or exceeds the identified good practice and that it can contribute to strategic initiatives needed to deliver on the current strategy:

11. It must be dedicated to supporting schools and academics in giving students the best possible learning experience, and this must be well articulated
12. It must undertake and / or commission pedagogic research in support of institutional (school, discipline) strategic teaching and learning objectives and research-led curriculum development
13. It must facilitate networking between different groups of academic and expert professional staff and students, and engagement with employers and other external stakeholders
14. The work of the Hub must be supported by the College and schools, for instance in building expectations in relation to pedagogic development into recruitment and career progression criteria, and staff must be enabled to achieve appropriate standards (through release of time to participate in professional development, secondments or other Hub activities).

In conclusion, the overall findings from the consultation were that **most consultees consider a Curriculum Hub would be beneficial for Trinity's staff and students**, noting the potential barriers in Section 4.5 and the need for appropriate resources and release of staff time to encourage academic engagement in Hub activities.

5. Potential Future Models

5.1 Vision for the Curriculum Hub

Trinity’s Strategy to 2025 highlights the research-based and constantly evolving nature of the university’s curriculum and pedagogic practice. One of the nine inter-linking goals of the strategic plan is to **practise next generation teaching and learning, supported by the development of a ‘new centre for continuous pedagogical renewal’**. The purpose of the centre will be to facilitate the design and development of effective ways of delivering the curriculum, through the identification and dissemination of research-led practices and the provision of opportunities for the incubation, generation and implementation of best practice in teaching and learning. The vision is that the Curriculum Hub will create an environment in which to develop ideas and establish a hub of expertise where academic and professional staff can come together to experiment and contribute to enhancing teaching and learning practices.

5.2 Potential models for the Curriculum Hub

This final section suggests potential options for models which Trinity may wish to consider in taking forward its deliberations on the development of the Curriculum Hub. **Three models have been developed simply to provide a starting point for the next stage of discussion within the university** and these could be re-configured in a variety of ways. The models reflect successful practices found in comparator universities (discussed in Section 3, with appended case studies) and are informed by local considerations, including perspectives of members of Trinity identified through the consultation process (discussed in Section 4). Strengths and weaknesses of the scenario options are summarised in Figures 8-10 below.

5.2.1 Interim operating models

Three potential scenarios were considered: an ideal operating model of how the Curriculum Hub will fulfil the vision and deliver strategic objectives on enhancing curriculum design and pedagogy; and the following **two potential interim models** which could be set up more easily and quickly as stages along the way to the full implementation of the ideal model for the Curriculum Hub.

Figure 8 Stage 1 Interim model: Enhanced oversight and communications

Option	1: Enhanced oversight and communications
Description	<p>In this first stage, a new pedagogic practice and curriculum design advisory group or committee is established, chaired by a senior academic, working with (10-12) academic and professional staff drawn from across the College, who can feed in needs and requirements from their areas and can report back to relevant committees and fora.</p> <p>The group’s remit is to provide short-medium term support and direction, in conjunction with existing resources, to oversee the development of the Curriculum Hub (this is building on effective practice from comparators in setting up new centres). It is responsible for developing:</p> <ul style="list-style-type: none"> • The mission for the Hub with research on learning and teaching at its core, together with providing expert support to local levels, and focussed on providing dedicated support for schools and academics in giving students the best possible learning experience

Option	1: Enhanced oversight and communications
	<ul style="list-style-type: none"> The plan for the staged development of the centre that addresses as a minimum the core design principles that support pedagogy, curriculum, student experience and staff development A network of change makers and champions to get the initiative started and build up momentum so people can begin to see the possibilities. <p>Some limited improvements, 'quick wins', may also be made to the current provision of support at the direction of the committee, including:</p> <ul style="list-style-type: none"> Better communications and signposting to existing provision of support Improved information and resources Enhanced networking opportunities Championing of teaching excellence and consideration and advising on what is needed to drive 'next generation teaching and learning' at Trinity Engaging with students in the development and planning for the new centre.
Strengths	<ul style="list-style-type: none"> Would enable sufficient time and thought for the planning and development of the Hub, taking place in parallel with existing levels of support and create momentum Limited additional cost in first instance Minimal disruption A senior academic to champion the development is expected to attract support and help foster the network of change makers and champions across the College Improvements to information and resources and signposting can be expected to encourage more academics to engage
Weaknesses	<ul style="list-style-type: none"> No or very limited additional support available for curriculum design and pedagogic practice in the short term Continued lack of capacity to conduct research to keep programmes and services up to date and grounded in literature Limited ability to respond to and advance strategic needs and initiatives of the institution Risk from having too many people / interests on the committee with ensuing difficulties in decision-making and diluting focus
Summary	<ul style="list-style-type: none"> Will kickstart the initiative and with the right mix of people from across the College ensure the right model for Trinity is developed and will help secure buy-in Risk of increasing expectations and demand from users without any guarantee of a new centre bringing corresponding supply of additional support and expertise

Figure 9 Stage 2 Interim model: Core Curriculum Hub

Option	2: Core Curriculum Hub
Description	<p>Development of a Curriculum Hub as a new academically led designated unit, guided in its first 2-3 years by the advisory group, with specific objectives, scale and scope to be determined. The Hub draws together and grows existing teaching and learning support, and pilot, test and communicate set of new core research-informed services to support curriculum design, pedagogic practice, staff development and the student experience.</p>
Strengths	<ul style="list-style-type: none"> Senior academic leadership brings credibility and higher levels of engagement Enhanced pedagogic and curriculum design support and some tailoring in response to user needs and priorities Ability to bid for large EU and national funds/grants for teaching and learning

Option	2: Core Curriculum Hub
	<ul style="list-style-type: none"> • Piloting of initiatives will ensure that the new centre is founded on ‘what works’ and benefits can be communicated • Will build on network of change makers and champions to help test and evaluate pilot initiatives and build up momentum so people can begin to see the possibilities and early benefits can be realised
Weaknesses	<ul style="list-style-type: none"> • Limited ability to respond to and advance strategic goals and initiatives of institution • Some disruption and distraction from current services while changes implemented • Continued lack of ability to conduct research to keep programmes and services up to date and grounded in literature • Development programmes and dedicated course design support limited in capacity to scale and ability to offer localised tailored support to schools • Continued lack of capacity to conduct research to keep programmes and services up to date and grounded in literature
Summary	<ul style="list-style-type: none"> • Would bring multiple early benefits and provide opportunity and time for the centre to become embedded in the work and culture of the College • But will have a lack of scale, resource and ability to undertake pedagogic research and support strategic change • Could be an interim step and solid basis towards developing model 3

5.2.2 Ideal operating model

The **ideal model** which draws both on consultees’ views for how the new centre should work and on the most effective practice found among comparator institutions, would be **a strong, well-resourced strategically focused centre that identifies and promotes excellent practice in curriculum design and pedagogic practice**. The third stage represents the maximum amount of change and maximum scale of benefit from the new centre, without concern for constraints. Likely constraints include the need to secure the necessary investment and time needed for building up resources, securing buy-in, designing and setting up new functions and procedures, and then time for the centre to become embedded in the work and culture of the College to realise its full benefits. The suggested staged approach of setting up the two interim models would help address these constraints.

Figure 10 Stage 3: Full implementation of the Curriculum Hub

Option	3: Full implementation
Description	<p>New academically led designated unit with articulated mission and objectives connected to Trinity strategic plan and priorities; draws together existing support plus new research-informed services and support (including discipline specific) and at greater scale.</p> <p>Includes use of secondments (academic staff to Hub to undertake research and professional staff rotating and or embedded to support schools) and engages with and provide direct support to students to ensure the best possible learning experience.</p> <p>Either leads or contributes to institutional strategic learning and teaching enhancement initiatives, including support for research-led pedagogy and curriculum development.</p>
Strengths	<ul style="list-style-type: none"> • Senior academic leadership brings credibility and higher levels of engagement • Brings pedagogical research and expertise much more to the fore • Ability to contribute to implementation of strategic objectives

Option	3: Full implementation
	<ul style="list-style-type: none"> • Ability to bid for large EU and national funds/grants for teaching and learning • Enhanced and more coherent teaching and learning support • Support tailored in response to user needs and priorities • Improved processes • Additional research-informed, discipline specific pedagogic support to curriculum design • Support for research-led curriculum development • Use of secondments creating capacity, better understanding and networks • Ability to scale up provision of development programmes and dedicated course design support • Engagement and support to PG students and TAs
Weaknesses	<ul style="list-style-type: none"> • Much higher cost – may require external funding at this stage • Requires longer time to implement – could take 3-5 years to achieve with limited time to impact on current strategic objectives for learning and teaching
Summary	<ul style="list-style-type: none"> • Would bring the most benefits in helping Trinity differentiate and enhance its reputation • Would be a resource intensive model; likely to require external funding in medium-longer term, strong commitment as a long-term venture

5.3 Conclusion and next steps

Our **over-arching recommendation is that Trinity works towards the adoption of the full ideal operating model in order to secure the greatest benefits and emulate the most effective practice identified by the research, adopting the two interim models as stages along the way.**

Doing so will help deliver the desired objectives and benefits which came out of the internal consultation across the College, and emulate and potentially exceed the models of effective practice, thereby helping the university meet its strategic objectives for learning and teaching as set out in *Strategy 2020-25 - Community and Connection*.

The next step will be for the relevant Trinity officers and committees to consider the findings and proposed models in this report. Assuming the College decides to proceed with developing the Curriculum Hub in principle, the next decision will be on the most appropriate configuration and terms of reference for the new committee or advisory group to provide support and direction, in conjunction with existing resources, to oversee the development of the new centre in line with the models described above.

Appendices

Appendix A. Research Framework

Topics / themes	Research questions	Why we want to know
Strategic drivers and purpose	<ul style="list-style-type: none"> To what extent and how does T&L feature in your HEI Strat Plan? And do you have a separate T&L Strategy – if so, what are key aims & objectives? To what extent and how do you drive innovation in teaching and assessment through innovation in T&L? 	<ul style="list-style-type: none"> Context in which decisions on T&L are made within HEI Level of institutional commitment to digital learning
Leadership & governance	<ul style="list-style-type: none"> Who on the SLT oversees T&L? Who is responsible for T&L leadership? What are your T&L reporting lines? 	<ul style="list-style-type: none"> Priority given to T&L Position within organisation (internal ‘service’ to students and/or staff, commercial opportunity, R focus)
Organisation structure and people	<ul style="list-style-type: none"> How many staff are based in your T&L unit? What are their roles? How many staff with T&L responsibilities are based in academic depts / units? Are any academics seconded to T&L Unit? 	<ul style="list-style-type: none"> Range of activities covered within T&L unit, and extent to which academic departments are actively engaged. Also, whether T&L expertise is centralised or devolved
Effective / innovative teaching & learning processes and practices	<ul style="list-style-type: none"> What T&L practices in your institution do you consider to be most innovative / significant? What emphasis/ priority is placed on building digital elements into teaching and assessment? What emphasis/ priority is placed on embedding employability in your curriculum? How do you monitor and evaluate use of new T&L practices (at programme and institutional levels)? Have you won any awards or other recognition for T&L? 	<ul style="list-style-type: none"> Innovative ways of delivering T&L and processes for its dissemination and management Level of engagement by academics in developing their skills in digital pedagogy Drivers for course design and pedagogic practices - academic, employability, WP etc
Research on pedagogy	<ul style="list-style-type: none"> Does your University conduct R into T&L? If so, is that based around your own T and/or conducted elsewhere? Where is that R based and how is it funded? 	<ul style="list-style-type: none"> Research evidence base for T&L practice. Integration of T&L unit into wider university activities
Expectations of teaching staff	<ul style="list-style-type: none"> Do you expect/require your teaching staff to hold any qualifications in pedagogy or complete any internal training? 	<ul style="list-style-type: none"> Institutional commitment to T&L and enhancing the student experience
Training and development offered	<ul style="list-style-type: none"> What courses and other support are available to staff to develop their pedagogy? What level of take-up is there of optional training and accredited programmes? 	<ul style="list-style-type: none"> Institutional commitment to supporting staff Level of engagement by academics in pedagogy
Processes used to promote and monitor teaching quality within course design and delivery	<ul style="list-style-type: none"> To what extent are proposals for T&L methods considered during course approvals? How is pedagogy reviewed by internal QA processes? 	<ul style="list-style-type: none"> Extent to which effective and / or innovative pedagogy is embedded in TQ processes and expectations

Topics / themes	Research questions	Why we want to know
Informal networks and/or communities of practice in place	<ul style="list-style-type: none"> • What processes (formal and/or informal) do you have in place to share good practice in course design and digital pedagogy? • How do you encourage engagement between academic and professional staff in development and use of Good practice in T&L in course design and assessment? 	<ul style="list-style-type: none"> • Methods to increase sharing of good practice and development of institutional culture committed to enhancing T&L practices • Including - probe practical details of operation of networks
Use of technology/ systems	<ul style="list-style-type: none"> • How widespread is the use of digital platforms for teaching and assessment? • What VLE and other teaching systems used? • What IT support is available to academics when designing courses? 	<ul style="list-style-type: none"> • Integration of pedagogy with systems support. • Extent to which IT infrastructure for T&L is coordinated and supported locally/centrally
Engaging with (internal and external) partners and collaborators	<ul style="list-style-type: none"> • How is the university involved in discussions with government(s), industry bodies and employers on strategic planning (skills needs, CPD provision etc)? • To what extent are external organisations involved in direct commissioning of any courses and design and/or accreditation of other elements of your T? 	<ul style="list-style-type: none"> • Expectations of external partners and how these are met in course design and delivery
Performance monitoring / evaluation	<ul style="list-style-type: none"> • What KPIs (if any) is your T&L unit measured against? • How do you measure (quant and/or qual) impacts of your T&L activities more broadly - for the HEI, students, staff etc? • Has your T&L unit been reviewed as part of regular institutional processes? 	<ul style="list-style-type: none"> • Appropriate measures of achievements of T&L activities (in relation to 'reach' among staff and indirect measures such as TQ reviews) • How recent is the structure - does it reflect the current needs and T practice of the institution
Budget / how funded	<ul style="list-style-type: none"> • How is your T&L unit funded? • Does it hold funds for awards, to support R and Innovation initiatives, course development etc? 	<ul style="list-style-type: none"> • Are posts funded centrally or via academic and/or IT departments and what discretionary budget is available to support initiatives.
Commercial context	<ul style="list-style-type: none"> • Does your T&L unit offer any services (internally or externally) on a fee basis? • If so, how are these funds built into the unit's business model? 	<ul style="list-style-type: none"> • Does the unit offer external consultancy? Are its services recharged internally? What are the financial drivers/incentives to undertake fee-based projects?
Context	<ul style="list-style-type: none"> • What are the main environmental factors that you consider in your future plans for T&L? • What opportunities and possible barriers have you identified from these? 	<ul style="list-style-type: none"> • External context, opportunities and threats in which T&L unit is operating (including tech, legal, social, economic)
Future plans	<ul style="list-style-type: none"> • What would you ideally do in terms of incorporation of new T&L practices in teaching and assessment? • What are the enablers and barriers to achieving that? • What areas, if any, have you identified for further development/improvement? 	<ul style="list-style-type: none"> • Ideal scenarios for future development and ways of achieving this • Engagement among staff in enhancing T&L, including through digital channels
Others	<ul style="list-style-type: none"> • Strengths of your approach to T&L? • What examples of effective or innovative practice elsewhere have you identified? • Your approach to benchmarking? 	<ul style="list-style-type: none"> • Views on good practice

Appendix B. Australian National University (ANU) Centre for Teaching and Learning

Strategic drivers and purpose

[ANU Vision for Excellence in T&L](#) forms part of the Strategic Plan 2017-21.

The Centre for Learning and Teaching (CLT) supports the [Interactive Learning Project](#) (iLEAP) and is aligned with strategic objectives to build a culture of academic excellence and of collegiality and engagement.

Leadership and governance

The [Centre for Learning and Teaching](#) reports to the Pro-Vice-Chancellor (Education) - [Prof Royston Gustavson](#) (interim). It is headed by a Director, [Assoc Prof Kim Blackmore](#), who manages three teams:

- Education Communities and Environments
- Continuing Education
- Education Design.

Prof Blackmore was previously head of iLEAP and the Deputy VC (Academic) was previously Pro VC (Education) and still takes an active interest in the CLT.

Organisation structure and people

Students: 11,000 UG, 7000 PGT, 2000 PGR - ANU was founded as a PG institution, and only admitted UGs c40 years ago. It still has a higher proportion of PGs than other Australian universities. Between 5-10yrs ago the university had a major internal debate about whether to move more of its teaching online. In 2017 it was agreed that on-campus teaching remained key to ANU's provision and plans for the current CTL were then drawn up. It has been operating for around one year.

Each of the seven Colleges has one or two of its own education support staff - they refer to Education Design within CLT if they need to draw on specialist skills. The priorities for the College-based staff are determined by the Assistant Deans, enabling resources to be focused in line with local objectives.

The Education and Environments team in CLT is involved with the design and development of learning spaces - increasingly these are planned to be suitable for dual delivery (large lecture-based sessions or smaller group working).

The Continuing Education team runs internal CPD, community education and micro-credentials. It also delivers the ANU extension initiative, a credit-bearing senior secondary partnership offered with the regional government (ACT) in non-selective schools.

Effective / innovative teaching and learning processes and practices

The iLEAP emphasises the value of student-student learning and in-class interactions, rather than simply lecture-based education. To introduce the change, work was carried out course by course, initially on six programmes across disciplines, that could subsequently be used as [exemplars](#); these introduced pedagogic methods such as scenario-based learning and included inter-disciplinary examples where possible. Examples include:

- First year Criminology - a project to design a crime-free society, using multi-media stimulus materials, fed in over time. This gained high student engagement, and was then used as a [blog case study](#)
- A project across a number of courses (drawing on aspects of biology, environmental science and environmental statistics) looking at ways to manage kangaroo numbers. This has served as a model for other collaborations between sciences.

Research on pedagogy

There is an Education Department within ANU, so there are no academics dedicated to research into higher education or pedagogy within CTL.

The [ANU Educational Researcher Network](#) is coordinated by CLT, with 50 active members across ANU publishing practice-based educational research. These outputs are not ERA¹ ranked.

Expectations of teaching staff

Until the pandemic there was no great interest among most academic staff in developing their teaching practice; recent changes have highlighted the need to have pedagogic skills.

There is no requirement for staff to hold a teaching qualification, but expectations for the standard of teaching are included within [promotion criteria](#) for Teaching and Research staff (some posts are Research-only, none are Teaching-only).

[VC's Awards for Excellence in Education](#) encourage and reward individual achievements and it is planned to build a clearer role for excellence in Teaching into promotion criteria (at the moment it is nominally one of three factors - Education, Research, Outreach - but is not regarded highly in practice).

ANU expects international collaborations in Research and it is now trying to establish national collaborations in Education.

Training and development offered

The [CLT Community](#) shares good practice in technology-enhanced Teaching and Learning and offers staff [related training](#). The CTL also collaborates with the [NECTAR mentoring](#) that is available to early career academics. [Teaching and Learning at ANU: Foundations](#) training is available free to new staff.

The [Educational Fellowship Scheme](#) supports educators within ANU to obtain Fellowship of Advance HE (formerly HEA). It is offered free and, in March 2019, the University celebrated its 500th Fellowship.

Student-facing training (e.g. for PhDs) is offered through [Academic Skills](#) programmes.

Processes used to promote and monitor teaching quality within course design and delivery

The CTL is not involved in governance of teaching quality or in assessment of new course proposals. This is overseen by the [Academic Quality Assurance Committee](#). Academic Quality and Teaching and Learning

¹ Excellence in Research Australia (ERA) is Australia's national research evaluation framework.

Development are separate strands that both feed into Education governance structures at ANU - this separation is good for CTL, as there is resistance to the compliance-dominated culture of academic quality.

Informal networks and/or communities of practice in place

A mix of formal committees and informal networks are in place that give the CTL good connections with the academic departments and representation at strategic level discussions within the institution. The Director attends regular meetings that the Pro VC (Education) and Deputy VC (Academic) hold with the Associate Deans (Education) of each of the seven Colleges within ANU. She also has weekly meetings with the ADs(Ed) to discuss operational matters. These contacts are all important as ways to demonstrate support for the work of the Colleges (e.g. through iLEAP) and build influence with them. (There was previously mistrust between Colleges and central departments.)

Education Communities within CTL lead on [formal and more informal training and sharing of good practice](#) within ANU; they run courses, manage blogs, hold academic panels on topics, run short drop in sessions and other forms of networking and information exchange. The Education Developers who deliver this have a both a formal and an informal network (the latter involving staff in the Colleges), channels through which they can seek advice related to projects on which they are working.

Use of technology / systems

Links to IT are through CTL's Communities and Environment group.

Engaging with (internal and external) partners and collaborators

Transnational education is the responsibility of the Pro VC International Strategy, who is looking for regional possibilities, such a 2+2 programme with a Chinese university. If this goes ahead, ANU would need to prepare the Chinese students for new ways of studying (similar to the approach already taken with introductory projects on master's courses).

Performance monitoring / evaluation

Within iLEAP, there is an established evaluation team. This is now informing planning in relation to changes required because of the pandemic, building on existing data.

Budget / how funded

Most activities, other than those linked to micro-credentials, are top-sliced.

Future plans

The iLEAP was set up with KPIs to achieve and funds for three years. This is now being embedded. The CLT is comparatively new and there is no formal plan for evaluation, but the Director seeks regular feedback through her contacts with the Colleges.

Appendix C. Columbia University

Introduction

Columbia University is a wealthy, private research-intensive university and one of the ivy league schools in the United States. It is highly selective in its admissions and in 2019 had 9,000 undergraduate and 24,400 postgraduate students. Trinity has a [strategic partnership](#) with Columbia to give students the opportunity to study at both universities and obtain two degrees over the course of four years.

Leadership and governance

The [Centre for Teaching and Learning](#) (CTL) was founded in 2015 following a review which recommended a teaching centre which could incentivise faculty to develop hybrid courses. This remit for CTL was expanded to include providing support for large-scale strategic change across multiple areas (rather than relying only on individuals), and to support inclusion and diversity. Columbia's student body is the most diverse of its peer universities and there is a lot of student activism. The CTL is a merger of faculty / academic development services with those for graduate students. This is a trend across north American universities to combine support for students and staff, particularly among the ivy league schools such as Yale and Cornell. It also merged technology support for teaching and learning into the new centre.

An [Advisory Group](#) of members from across the university is co-chaired by the [Vice Provost](#) for Teaching, Learning, and Innovation and CTL's Executive Director [Dr Catherine Ross](#), who reports to the Vice Provost. This reporting line is essential to be able to align with university wide initiatives.

Organisation structure and people

The CTL partners with faculty, students, and colleagues to support excellence and innovation in teaching and learning. It is committed to advancing the culture of teaching and learning at Columbia through all of its programs, services, and resources. CTL promotes pedagogy that is inclusive, learner-centred, and research-based, and the purposeful use of new media and emerging technologies in the classroom and online.

Programmes and services include:

- Free services including teaching consultations and observations
- Educational technology training and support
- Programmes and events, including workshops, orientations, and institutes
- Development of digital innovations in teaching and learning.

[CTL's team](#) of 45 employees comprises a legacy team of around 20+ software developers, media and instructional technology experts; and a similar number of learning designers, with pedagogic expertise. Initially, the core focus had been on instructional technology, but since the current Director took over this has shifted and now CTL is focussed on teaching and learning more generally. There is no secondment model for faculty at CTL. Partly because of the concern that the lecturers who would tend to apply (as teaching only) are often disconnected to their departments anyway.

CTL has created a new initiative called 'students as pedagogical partners' whereby they work with the centre in to provide feedback to faculty, including through capturing their reflections on video. This empowers the students and they are so knowledgeable their views are highly valued by faculty.

Effective and innovative teaching and learning processes and practices

CTL produced [multiple resources](#) and tools, including a guide for [Inclusive Teaching](#) to help re-think pedagogies in terms of how they impact diverse groups of students. These are supported through 'workshops to go' sessions on inclusive teaching or other areas where academic departments invite CTL to deliver sessions locally, which has the most impact. These sessions are tailored to the disciplines of the different departments, using case studies which are developed working with someone in the department.

Two years ago, CTL created a [Senior Faculty Scholars Group](#) to work together as representatives across the university of excellent teachers who are also well respected for their research. They are nominated by their deans. The aim is to leverage this group to think about how to teach differently, both in their own departments and what would have university wide impact. For instance, this group focussed on how to teach during a pandemic over the summer, and are now looking at anti-racist, non-oppressive pedagogies, arising from the focus on Black Lives Matter. It can be difficult to get these people's time, but there is a stipend of around \$1,000 to run events and purchase supplies.

Additionally, there are Provost Grants of up to \$20,000 (plus in-kind support from CTL) to undertake large-scale curriculum change. Some require learning designer support from CTL others software design. Last year CTL applied for one of the Provost Grants for graduate students to undertake an evaluation of these projects to build in better assessment of student learning and help recipients write their evaluation reports. This has been highly successful and hoping that this will become part of the CTL's core budget in future. Further to this there are smaller scale grants of \$2,000 per year for individual faculty members to create an intervention.

Research on pedagogy

Last year Columbia created the Science of Learning Research (SOLER) initiative as a developing hub for cross-disciplinary research to advance the scholarship of teaching and learning. The Vice Provost placed this strategically within the CTL. Protocols for this unit are still in development but the idea is it will give faculty a place and capacity to undertake pedagogical research – and support them in making external grant applications.

Expectations of teaching staff

There is no requirement for a teaching qualification at Columbia, and faculty are hired on the basis of the content of their knowledge and their research. CTL seeks to raise awareness that teaching is a skill and that faculty have to learn how to teach and offers numerous development courses to provide support.

Training and development offered

[Development opportunities for faculty](#) include professional development programs and events, and support for recipients of Office of the Provost funding for staff looking to integrate new educational methods and technologies into their classrooms and learning environments. Recipients receive logistical, organisational, and instructional support from the CTL. The CTL also supports the [professional development of graduate students](#) with current or future teaching responsibilities, and offers support to help them reflect on, improve, and measure their teaching.

Appendix D. Monash University Education Innovation and Education Academy

Strategic drivers and purpose

Commitment to excellent student experience was a key part of [Focus Monash](#), the university's strategic plan to 2020. Teaching and learning activities support strategic priorities in the [Academic Plan](#) and achievement of criteria for confirmation of appointments and promotions.

There are clear links between Monash's strategic priorities and the five points within [Focus Education](#), with a team working on each of these. The overarching objective of teaching and learning initiatives is to enhance the student experience, by supporting and enabling academics to deliver improvements they identify.

The changes introduced in response to Covid-19 are leading people to consider: '*what is the value of the on-campus experience that we offer?*', so that time on site can be used most effectively as part of a blended approach to learning in the future.

Leadership and governance

Overseen by Pro-VC (Academic) [Prof Kris Ryan](#) who reports to the Deputy VC (Education) [Prof Susan Elliott](#). She has overall responsibility for the education elements of the Focus Monash strategy, while Prof Ryan oversees delivery of strategic developments in teaching and learning.

Organisation structure and people

Student numbers: 54,000 UG, 23,500 PGT, 5000 PGR over six campuses

Structure includes both [Education Innovation](#) and [Education Academy](#) - this is a legacy that was set up on the basis of the staff in post, rather than a model designed to work now. The Academy supports academics in their application of the teaching and learning 'ecosystem' that is shaped Education Innovation. The two units work closely, but there are inevitably questions from project to project about who should take the lead and if and when projects should be transferred from one unit to the other.

The Director of Education Innovation, [Prof Michael Henderson](#), reports to Prof Ryan and manages a team of 14 learning technologists. [Prof Allie Clemans](#) heads the Education Academy and leads a network of [Education Academy Fellows](#), one within each faculty. Their role is to contribute discipline-specific understanding to innovation in teaching and learning, rather than to conduct research into pedagogy. There is currently no buy-out of any of their time, but this would be reviewed if the budget were available, so that their contribution could be more formalised.

Effective / innovative teaching and learning processes and practices

The teaching and learning practices are designed with processes and methods built in to capture data that can then be analysed and fed back to inform subsequent improvements. The data captured is evidence at all stages in the student journey including time spent by different students on individual pieces of work and consistency between examiners' marking. It can also be used to assess questions of equity, quality and learner engagement. These analytics also inform course approval and review processes.

Online resources are used to support the university's social mobility initiatives, such as [Access Monash](#). This offers mentoring from university students to local pupils in school year 9 and above, with the aim of raising aspirations to enter higher education and developing subject knowledge and study skills.

As part of measures to support the transition to higher education, the university offers core online peer-mentoring for all freshers, to which faculties can add their own content. This is a new programme, and participants will be surveyed pre- and post-participation to help refine the programme for subsequent years. It includes information on different types of assessment that students may experience during their degrees and on ways to approach study as preparation for the workplace.

Students are involved in piloting of planned developments. When piloting change, it is important not just to work with those who are most keen, but to involve others and establishing internal champions, representing a range of disciplines.

Research on pedagogy

There is currently no central research group working on tertiary education within the Faculty of Education, but a new Dean is joining soon, so this may change.

Faculty members are encouraged to study their own practice, and there is some funding for [subject-related projects](#). Successful bids need to demonstrate a potential student benefit (ahead of potential research publications), and there is a preference for projects that are cross-faculty or inter-institutional. This supports the institutional focus on using an evidence-based approach to teaching.

Expectations of teaching staff

The [Education Performance Standards](#) set for career progression are supported through [modules](#) offered by the Education Academy. Although some modules are compulsory, the university (through Education Innovation and the Education Academy) concentrates on encouragement and support for academic staff to enhance their pedagogic practices.

Training and development offered

There is a wide range of internal training available [for staff](#) and [for students](#). Both students and staff are actively involved in systems and Moodle developments.

Processes used to promote and monitor teaching quality within course design and delivery

Approval of courses is by the Academic Board, and of individual units by Faculty Deans. Quality assurance processes can be seen at <https://www.monash.edu/policy-bank/policies-and-procedures/academic/education/learning-and-teaching>

Assessment is now 94% online, following a two-year pilot process - with 'traditional' exams only where required by accrediting bodies. This reflects the need to use new types of assessment for new disciplines and approaches to teaching and learning. The option of buying-in exam services was considered, but it was clear that this would not enable the university to ensure that the quality of the 'Monash experience' was reflected in assessments.

Considerations when developing this remote assessment process included the range of question formats to offer, ease of use, considerations of privacy and methods to increase consistency of examining (e.g. one marker can look at a particular question, or moderation between markers can be more easily done). 90,000 online assessments were undertaken in 2019.

Informal networks and / or communities of practice in place

Students are trained to provide peer support on the use of systems - this has been found to be the most effective way to provide this service to new students.

Use of technology / systems

Overarching standards and expectations for teaching and assessment are set centrally. These are delivered through a single Learning Management System (Moodle), in a way which enables them to be supplemented to address the needs and expectations of particular subjects and courses. Any department that wants to use a different infrastructure needs to make a strong case and obtain authorisation at a senior level before working on any other LMS. In some cases, social media is used to supplement Moodle.

The university now uses cloud-based computing, following a review of IT facilities on campus which identified that there was not enough capacity already for some areas and little to accommodate any growth. Ideally, systems should be 'invisible' to users.

Where appropriate, the university gives students financial support to obtain a laptop and will license specialist software as needed.

Engaging with (internal and external) partners and collaborators

Collaborative development of systems and programmes is key to success. The University is in a partnership with a platform provider to deliver external CPD programmes - this uses a different instance of Moodle (as schedules for delivery of these courses differ from academic terms, and content can be updated at different times).

It is also developing micro-credentials, based on model in [Medicine, Nursing and Health Sciences](#) that was developed by [Professor Margaret Hay](#). She is now the founding Director of Professional and Continuing Education (PACE) at Monash. There is already interest from Canada, elsewhere in Australia, Greece and the Royal College of Surgeons in this online learning approach and the platform Monash is using.

Performance monitoring / evaluation

Investment in teaching and learning is evaluated in terms of benefits to student experience and academic experience and review of learning analytics.

Budget / how funded

When planning enhancements to teaching and/or assessment, a case based on strategic and business needs must be made. This will be expected to show a return on investment within two years - this may be measured in terms of time of academic staff, enhanced learning, improved student experience etc.

When income is earned from commercial ventures, this is shared with the faculty.

Appendix E. University College London (UCL) Arena Centre for Research-based Education

Strategic drivers and purpose

The overarching objective of the institution's strategic plan, [UCL2034](#), and one of its six themes, is the increased integration of research and education. This is achieved, in part, through the [Connected Curriculum](#), an educational framework designed to expose all students to UCL's research from the first year of their undergraduate studies (for example, through a requirement to interview a senior researcher and report on her/his work). Students will all also conduct some research of their own during their studies.

The institution's [Education Strategy 2016-21](#) includes revitalisation of PGT provision, enrichment of digital learning and improvement of assessment and feedback. The next review of the Strategic Plan is expected to increase the focus on digital delivery as there is now a clear expectation that UCL will build on, and improve, what has already been done since the imposition of lockdown in March 2020.

Ultimately, UCL aims to bring parity of esteem to teaching and research. In raising the status of teaching it expects to increase the standard it achieves in teaching metrics to a level comparable to those it receives it for its research.

Leadership and governance

The [UCL Arena Centre for Research-based Education](#) reports formally to the [Vice-Provost \(Academic and Student Affairs\)](#). Its Academic Director, [Prof Sam Smidt](#), routinely works closely with the [Deputy Vice-Provost \(Student Experience\)](#).

This structure, with the Arena Centre based within Academic and Student Affairs, originates from a period when a senior post - Director of Educational Planning - drew these various activities together. Today, the Centre collaborates on individual projects with professional colleagues in other areas of Academic and Student Affairs (e.g. strategic planning, digital education, academic quality, postgraduate education), but the respective responsibilities of those involved are not always clear. This is acknowledged and currently under consideration.

Organisation structure and people

UCL has 19,500 UG, 17,000 PGT and 5,500 PGR students.

The Arena Centre evolved from the Centre for Academic Learning and Teaching c5 years ago - this had been in operation for c20 years but had become a "toxic brand". The reconfiguration of the Centre and development of the Connected Curriculum was led by Professor Dilly Fung, who is now at LSE (see Fung, D (2017) *A connected curriculum for higher education* London: UCL Press).

The Academic Director of the Arena Centre leads a team of 11 Teaching Fellows and seven project officers - this may appear well-resourced, but this reflects the size of UCL. Project officers are administrative staff who coordinate events, manage communications etc.

Teaching Fellows are full-time academic posts, allocated one per faculty. Their time is approximately evenly divided between five activities:

- Work for the Arena Centre (e.g. running professional development courses)

- As a consultant to their faculty (including attending key internal meetings)
- A strategic responsibility (e.g. reviewing core professional development tools and making recommendations to the institution)
- Personal professional development (such as research in their academic area or undertaking an [EdD](#))
- Administrative responsibilities within the Arena Centre.

[NB - the term Teaching Fellow is also used within UCL for posts within faculties held by teaching-only staff, up to the level of Professor. A review is currently underway of these roles, which may lead to a change in the job title used within academic departments.]

Members of the Centre are also actively engaged in several key Working or Steering Groups, through which they can influence institutional policy. Non-academic aspects of staff development (management training, recruitment and selection etc) are delivered through HR - there is some lack of clarity about what does and should sit with the Arena Centre, as this reports to the Deputy-VP (Student Experience), a role that does not have direct responsibility for personnel matters.

Research on pedagogy

Teaching Fellows within the Arena Centre are encouraged to conduct research; this may, but does not have to, be focussed on discipline-specific pedagogic questions. Within the Connected Curriculum however, the role of research is as more than just an evidence-base for teaching, with an expectation that students will begin to develop research skills from the earliest stages of their studies

The Arena Centre has good links with the Institute of Education (IoE, which merged with UCL in 2015) and some collaborations, including teaching on IoE courses and student co-supervision. It will generally seek advice from the IoE when designing research projects (although much of the expertise there relates to compulsory education). Past collaborative work is being developed into a joint book series on the theory and practice of teaching and learning in higher education.

Generally, Arena Centre Teaching Fellows are not REF-able², but may be co-authors on papers that others submit for assessment.

Expectations of teaching staff

[Professional development](#) offered by the Arena Centre is aligned with demonstration of goals in the [Academic Careers Framework](#). Training in teaching and learning is compulsory during probation and an [Advance HE Fellowship](#) is³ one of the criteria required for progression. [The Careers Framework has four strands and there is no set split between teaching and research - this is determined on a case-by-case level within thresholds.]

Consideration was given to offering staff, and requiring, a PGCert. This is the 'gold standard', but its highly theoretical approach would not have been appropriate for all staff. UCL wants to encourage engagement in questions of pedagogy without introducing undue burdens.

² The Research Excellence Framework (the REF) is the system for assessing the quality of research in UK higher education institutions.

³ UK HE sector improvement body formed from a merger of the former Higher Education Academy and two other sector bodies.

The Arena Centre publishes an online [resource bank](#) and [case studies](#), many of which draw on IoE experience, research and publications.

Newer staff tend to be the most willing to engage with UCL's expectations in relation to teaching and learning. Reportedly, early career and female academics have absorbed much of the additional work that was needed to move the curriculum online in Spring 2020, but it is not clear that they will get recognition for this.

Training and development offered

In addition to the training for new academics discussed above, pathways at more advanced levels to develop pedagogic skills and practice are offered. The Arena Centre will also advise individuals on further programmes that may be of interest. These include postgraduate taught courses at the IoE, or elsewhere (e.g. the Open University or the University of Roehampton).

The Arena Centre is launching programme design workshops, which staff will be encouraged to attend before submitting course proposals. These will consider:

- Audience
- Uniqueness
- Mapping of modules to objectives
- Coherence of content and structure
- Formative and summative assessment.

Processes used to promote and monitor teaching quality within course design and delivery

[Course approval](#) (by Education Committee) includes a requirement for information on fit with teaching and learning strategies. Teaching Fellows from the Arena Centre are on the relevant faculty committees that review proposals, but with c700pp of paperwork a month they do not always have time to engage with the detail.

There is a willingness (among academics and central departments) to streamline the paperwork required - this work is in planning. It will be an opportunity to ensure that pedagogic considerations are embedded in programme design, within the framework of the Connected Curriculum. Once the new approval process and documentation has been agreed, the Arena Centre will develop programme-design workshops to support those preparing submissions in this format.

[UCL intends to rationalise its PGT programmes - this exercise may be supported by these streamlined processes, once they are in place.]

Informal networks and/or communities of practice in place

Although the Arena Centre collaborates with the IoE it remains separate. This is both for internal reputational reasons and because the cultures of the two organisations are not well-aligned (post the merger). Links are effective between individuals, rather than at departmental level.

The Teaching Fellow structure gives the Arena Centre good links into academic departments at UCL. This supports the Centre's approach of offering professional expertise while supporting and respecting discipline-specific customs and practices.

Use of technology / systems

Digital Education is part of the IT department (“ISD”) and is a similar size to the Arena Centre; it offers training on the VLE. There is some duplication between the two departments, and it is not always clear where responsibilities lie, but it is helpful to have an educationalist’s perspective within ISD.

HR has a governance board for its “my learning’ platform, on which the Arena Centre is represented. This serves as a forum through which to establish internal links and coordination with the personal development courses HR offers.

Engaging with (internal and external) partners and collaborators

As it was difficult for Careers to find internships for students in 2020, they looked for internal options - the Arena Centre released £25k for students to work on implementation of online teaching materials. This was very popular (2800 applications for 150 places) and had good results, so may become a model for internal internships in future years.

When the Connected Curriculum was launched, the Arena Centre had Connected Curriculum Fellows on a partial buy-out from academic departments. This has stopped because, in practice, there was limited impact and patchy reach through this scheme.

Performance monitoring / evaluation

UCL’s focus is on reviewing the Connected Curriculum, rather than the Arena Centre; as the Centre was established in the context of delivery of that initiative, this review will inform future priorities for it.

Budget / how funded

The Arena Centre is a central department, funded through top slicing in line with the wider practice at UCL. One consequence of this is that staff time has currently been diverted from research to supporting academics moving their teaching online during the pandemic.

Exceptionally, the Centre’s contribution to training for PhD students who are Teaching Associates (as part of the Research Skills Development programme) is recharged to the [Doctoral School](#).

The Centre also holds a small pot of funds for the annual [Changemakers’ Scheme](#), which supports one staff/student partnership per department to address priorities identified by local staff/student committees.

Commercial context

Some short bespoke external courses are delivered by the Arena Centre through the [Innovation and Enterprise](#) arm of UCL. The Centre is paid for this income-generating work.

Context / changes in landscape

With the current increased emphasis on online learning resources, this is an appropriate time to consider bringing Digital Education and the Arena Centre together; this would enable UCL to fill current gaps, such as in the field of

learning design. Were the [short courses](#) that are currently delivered within Innovation and Enterprise added to this collaboration then staff development, curriculum development and external training would be co-located, bringing core expertise and skills together within UCL.

Future plans

When the Connected Curriculum was established it built on the research strength of the institution and the concept of 'graduate attributes' was not considered relevant. This is gradually changing, and the institution may move towards the concept of a 'connected learner' in its current review of this approach to teaching and learning. This would enable it to build in greater consideration of links between the teaching and research of UCL and the wider world (including employability).

Appendix F. University of Edinburgh

Strategic drivers and purpose

The University of Edinburgh is a large, research-intensive university with 26,800 undergraduate, 10,800 postgraduate taught and 5,700 postgraduate research students. The [teaching and learning goals](#) in Edinburgh's current [Strategy to 2030](#) are that **teaching will match the excellence of research, and the university will improve and sustain student satisfaction and wellbeing**. Edinburgh has had consistently low scores in the UK National Student Survey and has been seeking to address this for over time. It came 136th out of 154 universities taking part in 2020. We will not grow for growth's sake. The university intends to reshape its teaching, expanding interdisciplinary and multidisciplinary, postgraduate and digital education. Edinburgh already has the largest online presence within the Russell Group (the 24 most research-intensive universities in the UK), and offers the most online master's degrees.

Currently Edinburgh is undertaking a **Curriculum Reform review**, looking at core approaches to challenge issues such as inertia, embedded practices and beliefs in how things work. A key driver has been changes to the student body. Existing structures based around the quintessential 18-year old undergraduate studying for a four-year degree are no longer relevant. Half the student body now comprises overseas students, most studying on postgraduate taught programmes. There is a lot of attachment to the 'Edinburgh model' intended to promote choice, but the reality is that there are no helpful pathways in place to make this work, management systems are arcane, and there is little homogeneity between programmes.

The **Curriculum Reform review is looking at what a modern curriculum should look like and how to empower choice** (allowing students to define their degree at the start), with a progressive element within discipline as well as interdisciplinarity and intellectual effectiveness. This includes expressing values through the curriculum and setting academic priorities (e.g. data science, should all students learn coding as part of their curriculum). Additionally, postgraduate taught programmes are very disjointed, which the curriculum reform exercise will also seek to address. Responding to the Covid crisis has enabled simplification to take place more quickly than initially planned. Over 100 courses (500 modules) have been removed in readiness for the start of the 2020/21 academic year. Assessment is also being looked at, given the experience of cancelling physical exams this year.

Leadership and governance

[Professor Colm Harmon](#), **Vice-Principal (VP) for Students** is responsible for teaching and learning and the student experience. He joined Edinburgh from University of Sydney in 2019, where he led extensive structural change and curriculum reform (reducing 150 programmes to 20 and introducing employer engagement to every degree). Previously, his role was VP Teaching and Learning but this was changed to VP Students to reflect the broader brief, which covers the entire student journey from recruitment to graduation. The VP Students chairs the Student Recruitment and Strategy Committee of Senate and is part of the small Executive Team comprising the Principal, six Vice Principals and three heads of colleges (Edinburgh has a college plus school structure).

Edinburgh's **teaching and learning centre is the [Institute for Academic Development \(IAD\)](#)**, which was set up in 2010. The IAD's Director reports via a dotted line to the VP Students. [Edinburgh Futures Institute](#) another key unit, which is virtual with a dispersed community led by [Professor Lesley McAra](#). Additionally, [Professor Sian Bayne](#) who leads the [Centre for Digital Education](#) is also Director of Education at the Edinburgh Futures Institute.

On the **technical / digital education support** side, [Melissa Highton](#) is the Director of [Learning, Teaching and Web Services](#), who reports to the Vice-Principal and Chief Information Officer and Librarian (who heads the Information Services Group). The Director is the strategic lead in the University for technologies and support for innovative learning and teaching.

Organisation structure and remit

The [Institute for Academic Development](#) (IAD) was set up following a review of centrally provided support services in **2010**. At that time, several different services carried out the IAD's current remit, including a Centre for Teaching, Learning and Assessment hosted in the School of Education. The review concluded that the various functions should be brought together and the current Director [Dr Jon Turner](#) was invited to set up the new unit. Although the review set out very clearly what the *purpose* of the IAD should be, the Director was given support and flexibility to organise it.

Key factors in the successful set-up of the new Institute were having a full academic year to set it up in the background (while existing services continued) and be able to publicise it to create expectation and get colleagues used to the idea. The launch was slick as a result and people's experience of the new unit was positive from the outset. Additionally, an Advisory Board was convened to support the development of IAD. This was a high-level group comprising senior individuals from around the university (and the students' union), chaired by the VP Learning and Teaching. The Advisory Board provided reports to relevant committees, helped promote the use of the new Institute and enabled IAD to be responsive to needs. This co-creation process was key to the successful implementation and take-up of the Institute and its services.

IAD's objectives are threefold:

1. Providing direct support to both PGT and PGR students and staff
2. Responding to the university's strategic priorities (long-term), but also being responsive to emerging needs without having to wait for the planning round
3. Supporting the curriculum in the broadest sense.

Support for University strategic objectives for teaching and learning are part of the explicit remit of IAD's very broad remit. Its scope covers UG and PG education and it provides support that is responsive to disciplinary as well as individual requirements through four [key elements of support](#):

- **Online** resources, guides and information, including a separately branded [Teaching Matters](#) site
- **Core provision**, including workshops, events (including an [annual conference](#)), courses (online and face to face), 1:1 advice, networks and funding schemes (discipline focussed and generic courses)
- **Tailored bespoke enhancement support**, through devolved funding, consultancy style support, collaborative provision and secondments, offering Schools and programmes support tailored to their specific requirements rotate support with programmes and schools for a fixed time to achieve a substantive enhancement locally
- Catalyst, **enabler of local enhancement and innovation**, through secondments, networks and communities of practice (offer opportunities for staff and students to share practice and undertake innovation and enhancement activities).

IAD's leadership team comprises the Director, a Deputy Director (L&T) [Prof Velda McCune](#) and an Assistant Director (Research) [Dr Sarah Shinton](#). Additionally, there are [around 35 FTE core academic and administrative staff](#) in the Learning Development and Researcher Development teams, with three types of permanent staff, although there are no hard boundaries among the roles:

- Those on academic contracts (including the Deputy Directors who are REF-able)
- Educational developers (including the Director who has a doctorate in Geology and used to teach but is not REF-able)
- Administrative staff.

Given the size of the institution (with 6,000 staff), the IAD's team is not large. Therefore, IAD has to work collaboratively, providing platforms for sharing practice and making materials available as widely available as possible for use and adoption, notably through the [Teaching Matters](#) site, run by IAD but separately branded.

Further to this, [academics \(and sometimes professional staff\) are seconded from schools to the IAD](#) (there are 10 at present) for up to two years, to produce a substantive piece of work, e.g. one secondee is leading on the Curriculum Reform for the university. Typically, secondees work with IAD 1-2 days per week and remain in their school for the remainder of their time, thereby supporting pedagogic development across academic units. Initially IAD was able to fund the secondments. However, this funding has been cut and they are now allocated through discussions with the individual academic and negotiation with their school (rather than open competition), to identify a priority piece of work the secondee could do to benefit the school. The IAD found it beneficial to have the initial funding to seed the secondments scheme in the early years, but now find it is more important for the work to be aligned with the needs of the schools and arranged in this way. Many previous secondees have moved into leadership roles and their experience with IAD has contributed to this. Therefore, **staff are now being better recognised for their teaching accomplishments.**

Another key unit at the university is the [Edinburgh Futures Institute](#) (EFI). The EFI has been in development for the past two years. Its new building will open in 2023 and will be populated with academics and external partners and students collaborating on teaching and research. EFI is funded through the [Edinburgh City Region Deal](#). The aim is to work with partners to establish the region as the data capital of Europe, attracting investment, fuelling entrepreneurship and delivering inclusive growth, including by connecting academics and industry.

The separate [Learning, Teaching and Web Directorate](#) has a [large team](#) with six sub-teams of multi-professional staff, student interns and expert consultants. The Directorate also runs a network of ISG Learning and Teaching contacts for each School, to work alongside the existing IT Consultants and Academic Support Librarians, as an additional point of contact for staff seeking support for learning and teaching related queries.

Funding and commercial context

IAD as a central service receives top-sliced funding to enhance learning and teaching.

EFI's income distribution model is highly complex with fractional amounts of funding following students. This has raised various governance issues and the management information systems are unable to cope with the different model at present. Despite its footprint, and the huge level of investment in EFI, there have been difficulties because of the internal de-centralised business model at the university. How the money flows is key and such units can be perceived as being an asset stripper by taking academics out of the school. Some schools have higher fees, available scholarships and staff want to be incentivised variably to take part.

Effective / innovative teaching and learning processes and practices

EFI's model, which is still in development and is experimental, is to conduct multidisciplinary research and education at scale in key areas, drawing on a dispersed community of academics from across 14 schools. At

present, EFI uses a secondment model to allow backfilling of staff. It has civic and social responsibility and local knowledge transfer at the core of its mission. EFI will involve five innovation hubs co-producing radically different programmes with external organisations, with a focus on challenges and applied solutions. Two master's programmes have launched so far, and there will be nine pathway programmes to be piloted in 2021/22. Students will be able to curate their own pathways involving experiential, project-based learning. Additionally, the plan is for PGT programmes to include one year of employment with government or an NGO.

Additionally, Edinburgh has [Student Led Independently Created Courses](#) (SLICC) for students to gain academic credits for co- and extra-curricular experiences, developed jointly by academics and employability advisor in the Careers team. Students can tailor these to self-directed learning around projects or challenges – or for students who need to make up credits. As the university moves ahead with its Curriculum Reform, will see more opportunities for interdisciplinary learning. The SLICCS structure is important for this.

Research on pedagogy

The IAD is strongly research-informed with its own academic staff and a strong group of academic secondees, who are full-time academics in their own schools. The IAD also runs the [Principal's Award Scheme](#) to commission academics to undertake small pedagogical research projects. A good example is the [Near Future Teaching](#) project, the goal of which was to develop a values-based vision for the future of digital education at Edinburgh.

Additionally, there is a research-informed [Scholarship of Teaching and Learning Framework](#) which is encouraged, with an internal network for practitioners.

Further to this, the Learning, Teaching and Web Directorate also undertakes research in digital pedagogy and Edinburgh Futures Institute (EFI) researches education futures. EFI research is done virtually with academics remaining in their own schools, and in time as the new research centres are created within it or to work together on large bids, academics will also spend part of their time at EFI.

Expectations of teaching staff

There are no formal expectations for teaching staff at Edinburgh, but routes to Advance HE (formerly HEA) accreditation is offered and encouraged though not mandated (at present). The awards are considered as evidence of exemplary performance.

There is a strong culture and efforts at driving quality in teaching at Edinburgh. Enrolment in teaching online courses grew rapidly because of Covid, and many more academics are now reflecting on how they teach. This is in tandem with promotions and career developments agendas, which do vary across the three colleges, with more engagement e.g. in Arts and Social Sciences than in Medicine. The University has recently promoted the first academic to full professorship through the teaching route ([Prof Michael Seery](#)).

Academics are beginning to think much more deeply about this, and the university is not being heavy handed about it. However, an inter-generational divide remains among academics in this. Post-doctoral students are still advised to focus on research over teaching to help their research. However, this is changing to a balance of portfolios is the best way to progress in many universities. Institutions do need to provide examples on what excellent performance looks like, including around the impact of teaching on schools. There are two key lessons: younger generation of academics have been given bad advice, but they are also more progressive on teaching; and there is a need to focus on the benefits for students, rather on teaching itself.

Processes used to promote and monitor teaching quality within course design and delivery

Academic Services provides various [resources and information](#) to support programme and course design. [Student Data Dashboards and Course Enhancement Questionnaires](#) are also provided to help staff examine student demographics and course feedback, to enable more efficient planning and marketing of programmes. Additionally, Employability Services provides a [Curriculum Toolkit](#) which offers range of support for embedding student development, employability and careers into the curriculum design and development.

EFI's new and experimental model involving multiple schools and external partners means that curriculum approval and quality processes are hugely complex. One programme has 14 schools involved. For this reason, EFI has created its own Curriculum Approval Board, chaired by the VP Students. This is enabling a more streamlined structure.

Informal networks and /or communities of practice in place

IAD maintains networks of those who have undertaken training and engages with them through various events.

Engaging with (internal and external) partners and collaborators

At university level, the VP Research has a strong innovation portfolio with the [Edinburgh City Region Deal](#) being a huge driver (government-led investment in the region designed to accelerate productivity and inclusive growth through the funding of infrastructure, skills and innovation). Furthermore, **one of the drivers for the Curriculum Reform is employability** and key will be to include stakeholders including employers and alumni in the process and introduce an element of employer engagement in every degree. For instance, the best students could be places in organisations during their honours (final undergraduate) year.

Direct commissioning is also on the radar, which started with graduate apprenticeships, and **now looking at microcredentialling approaches**. Bespoke programmes which are remunerative will be part of the future. The Business School, Medicine, Engineering and Science all run Executive Education programmes already.

EFI's explicit remit is to support external collaboration with communities, industry, NGOs and other organisations and has developed good relationships with them to ensure the programmes suit their needs. Two external people sit on the Curriculum Approval Board, and membership will change over time. Eventually EFI plans to have an International Advisory Board to oversee all its work. Building relationships is time-consuming and there is a need to be prepared to listen (and accept critical friendship), not over promise and ensure that students' projects for the external organisations are meaningful. Radical, high quality curriculum change cannot be done quickly, but the biggest barriers are internal arising from the complex and devolved institutional structure.

Performance monitoring / evaluation

The VP described IAD as '*well-functioning and progressive*' and the best example of such an institute he has seen in any university. The annual Teaching Conference is massively over-subscribed and has been highly successful in building a sense of the importance and value of teaching, and sharing of best practice and dissemination of information internally and externally e.g. through its [Teaching Matters](#) blog is exemplary. The **benefit of the IAD is that it signals to the whole institution that teaching is important and relevant to the university; and it brings the ability to connect institutional priorities with what individual academics want to do.**

IAD periodically evaluates aspects of its own work, e.g. through the development of a [CPD Framework for Learning and Teaching](#) (externally accredited by Advance HE). Now that Edinburgh is embarking on a major period of curriculum reform and because IAD has been running for 10 years, a more substantive review of the unit was in prospect, but this is now on hold because of the pandemic response.

Changes in the landscape and future plans

All the action and effort in terms of mass that makes a difference to staff and students happens at discipline level. In contrast, the IAD is not able to undertake substantive initiatives. Therefore, **the aim is to focus on where schools can develop an aspect of what IAD offers to gain traction**, e.g. promoting CPD in teaching and learning with every school developing its own enhancement strategy, covering fellowships, CPD linked to career stage or type of teaching and informal CPD (this is the most important as it helps to normalise CPD around teaching similarly to research). Schools then focus on implementation of the strategies themselves, thereby driving more extensive and embedded change.

Edinburgh has also had a university project looking at university teaching careers. The new Principal (from 2019) considered a teaching only track for academic careers but has decided firmly against this. Edinburgh has also developed exemplars of excellence in teaching guidance for promotion and worked on recruitment aspects through HR processes. A further initiative is an institutional target set for teaching qualifications. This has been variable, but now beginning to see examples of schools running informal teaching seminars, lunchtime conversations, and mentoring. This is all part of the **institutional signalling of the importance of teaching**.

Covid has pushed up the pace of discussion and change within the university, and Edinburgh is now seeing the potential of having a revised Curriculum Reform Plan. Originally, the intention was to deliver the reforms within a 3-4-year timeframe, impacting students from 2024, but this has been now brought forward though not rushed.

Appendix G. University of Helsinki

Strategic drivers and purpose

The University of Helsinki is a large, research-intensive university with 16,500 undergraduate, 10,000 postgraduate taught, 4,400 postgraduate research students. The new [strategic plan 2021-30](#) includes key education objectives such as building a “*strong connection between research and teaching will have been adopted through the entire University, enabling every degree student to participate in the activities of the research community as part of their studies*” and “*research and teaching will draw inspiration from [four interdisciplinary] themes that will spur collaboration between fields and disciplines and renew research and learning*”.

The university has a significant role in the development of the Finnish education system and teacher training. Teaching is research-informed and is developing “*into an increasingly open, inclusive and student-oriented direction by employing the opportunities provided by digitalisation*”. Moreover, the university has a network of experts in pedagogy who provide support to all teachers at the university in developing teaching and learning.

Leadership and governance

The [Vice Rector for Academic Affairs](#) (one of four vice rectors) leads on all committees and matters concerning teaching and learning and curriculum development. Vice deans are responsible for academic affairs at faculty level. [Professor Auli Toon](#) is professor of higher education and the director of the [Centre for University Teaching and Learning](#) (HYPE). She reports to the Vice Rector for Academic Affairs.

Organisation structure and people

The HYPE Centre was established 20 years ago and is affiliated to the [Department of Education](#) within the [Faculty of Educational Sciences](#). The purpose of the Centre is to provide high-quality research informed support to degree programmes and faculties in the development of learning and teaching and enhance pedagogical expertise among university staff members.

All HYPE staff are academics with expertise in university pedagogy, which is a multidisciplinary field that investigates pedagogical activity such as learning, studying, teaching, and assessment in the higher education context. It primarily utilizes psychological, pedagogical, and social psychological knowledge, but it also integrates knowledge from other behavioural and social sciences.

In addition to the Director, [the 31 member team](#) includes three full professors with 18 senior lecturers, many at assistant or associate professor level. In addition, there is a mix of 14 postdoctoral researchers and doctoral research students and several administrative staff. The benefit of having research on learning and teaching at the core of the centre, both at director and staff member levels means it can be connected to the strategic leadership of the university and help to fulfil its strategy.

Although the Centre is located within the Department of Education, there are **small pedagogical teams who are embedded within five of the faculties** (there are 11 faculties in total). All embedded staff remain members of the Faculty of Education Sciences and benefit from being part of this scholarly community. In this way they can offer dual benefits of undertaking educational research and being able to meet the needs of the faculty in which they are embedded. They liaise with the faculty vice deans and with programme directors. Availability of

expertise at faculty level is also crucial so that staff are accessible to academics. Although the centre is research based, its main task is to support faculty in supporting students' learning. This orientation is important.

Remit and areas of effective practice

Specific functions include the following:

- Undertaking research on teaching and learning on all disciplines and faculties
- Using this expertise to provide pedagogic development for all staff members to enhance student learning
- Supporting pedagogy (programme objectives, teaching methods and assessments) for the 100 degree programmes at the university - most degree courses ask for help with curriculum design and assessment questions. At present they need support for distance learning.
- [Collaborating](#) with pedagogical experts across universities nationally and internationally
- Supporting discipline / field-specific development efforts in all campuses and playing a strategic role in institution-wide changes at the university.

Some key areas of the Centre's areas of effective practice include the following:

- Specific experts work with corresponding degree programmes to undertake long-term research and evidence gathering to understand what is needed, and there are long-standing processes and close collaboration between the Centre and academic units
- The Centre has a comprehensive and planned pedagogical development curriculum and programmes, which although not compulsory, are highly valued and offer clear benefits to academics
- All staff are researchers and experts in research in learning and teaching; so understand the contextual and specific aspects of learning and teaching in specific disciplines
- A key principle is that all pedagogical courses and support is informed by research or empirical evidence
- Another critical factor is for the Director to have a positive and open relationship with the Vice Rector
- Virtual teachers' community is an interesting feature plus have fellows on part-time buy-out.

Training and development offered

[Sixty pedagogical courses](#) are organised throughout the year, with courses starting in the autumn and spring. Staff can build up credit to receive a qualification as a teacher if they complete the appropriate courses. This is like any teaching course, for primary or secondary level education and is popular among younger academics as they have the option of teaching at upper secondary level or at a university of applied science should they wish to do so.

In addition to general courses, the Centre offers more specialist courses such as international higher education or supporting students with learning difficulties. Centre staff members teach on the pedagogical development courses and these can be tailored according to the disciplines of attendees. Some academics prefer to attend courses with colleagues from other disciplines as it gives them an opportunity to learn from their experience.

Development courses are popular and receive positive feedback (word of mouth and developing a positive reputation have been crucial), with most almost full but they are not compulsory. There is a constant need to organise courses, especially for early career researchers and PhD students. All doctoral students must teach as part of their contract therefore they are keen to learn about how to teach and value the courses.

Fellows and role in promoting teaching

The [Teachers' Academy](#) is a “*network of distinguished university teachers*”. It aims to promote teaching and improve its general standing in the academic community – it was established because the status and appreciation of teaching at universities was not equal with research. It also encourages teachers to upgrade their qualifications and rewards them for their teaching merits. Appointment to the Teachers' Academy signifies special recognition for teaching merits and scholarship in the field of teaching. The Centre facilitates collaboration through the Teachers' Academy and informal networking happens naturally, based on individuals' joint interests.

In addition, the Centre has operated a scheme for project funding to academics since 2012/13. Initially a higher level of funding was offered to encourage participation in the scheme, but now that it is established, and stabilised funding is lower. Academics can apply for two years of personal funding for the development of learning and teaching. Ten are usually successful. They usually collaborate with other academics and with the Centre staff in their projects. The University of Utrecht also has this model of providing funding for projects.

Use of technology/ systems

Digital learning tools and environments are embedded in all courses at the university. There is a separate centre which focusses on educational technologies, and is responsible for Moodle etc. Additionally, within the Faculty of Medicine there are joint externally funded projects, which are focussed on digital side rather than the pedagogical focus of the Centre.

Performance monitoring / evaluation

Evaluation is continuous through requirement to publish research internationally and with the vice deans who have experienced the support. The Centre also evaluates courses through feedback from participants. There are no formal performance measures, but the Director and her team constantly work with senior colleagues. The Director also meets with staff members individually in performance review sessions, looking at what they have published, funding they have applied for and the feedback on their teaching.

Changes in the landscape and future plans

Currently the university is looking at how to prepare students for their working lives. This has influenced the support needs from the Centre as faculties require support on how to integrate generic skills (e.g. critical thinking, collaboration) into programmes. Another key change is the move to digital learning, advanced by the Covid crisis. The university also places a strong emphasis on the internationalisation of higher education, with increasing numbers of international students are now studying at the university. It is already very international in its research but now wants students to be more international.

Appendix H. University of West of England

Strategic drivers and purpose

The University of West of England is a large 'post-1992' university, which at 21st in the latest Guardian UK university rankings, is the highest ranked among all the post-92 universities institutions. It has 22,500 undergraduate, 7,500 postgraduate taught and 500 postgraduate research students. The university's new [Strategy to 2030](#) sets out its aim of being "*recognised as the leading university for outstanding practice-led learning, fostering the development of ready and able graduates... Every course will be designed to maximise the employability and enterprise of our students and to prepare them for the far-reaching possibilities and challenges of the future.*"

Leadership and governance

The Director of Learning and Teaching who set up and led the [Academic Practice Directorate](#) one year ago [Prof Elizabeth Cleaver](#) was responsible for: developing strategy and embedding and delivering student-focused and inclusive teaching and practice-led learning; and developing and implementing the [UWE Enhancement Framework for Academic Programmes and Practice](#). Professor Cleaver has recently moved to another university and her post has not yet been filled.

The Director reports to the [DVC and Provost](#), who has oversight of the academic portfolio. The intention was to create two sister directorates of academic practice and student journey and bring them together under one PVC and strand of the new strategy. The Director also works with the Associate Deans of Learning and Teaching who report to the Executive Deans in the four large faculties at UWE (the university is highly de-centralised).

Lessons from setting up the new unit are that the academic leadership of institutions must be strongly supportive of the new centre for it to work, then the structure and leadership responsibility must be set up accordingly to enable it.

Organisation structure and remit

The [Academic Practice Directorate](#)'s remit is closely linked to the university's strategic objectives intended to cover the whole 'academic lifecycle' (working closely with other parts of professional services and the student journey directorate):

- Working with programme teams on development and enhancement of curricula and teaching practices
- Providing individuals and groups with support and mentoring for internal and external recognition and awards
- Promoting and facilitating educational enquiry, evaluation and development, through internal seed-corn funding awards, and supporting and partnering colleagues in the pursuit of external funding
- Bringing staff, students and external partners together to exchange ideas and share expertise and experience through institution-wide events and bespoke team-based development workshops
- Working in partnership with experienced colleagues from across the university, offering [Advance HE](#) accredited programmes for fellowship recognition, and specialist CPD opportunities.

The new unit has [16 staff](#) of academic developers, learning technologists and administrative staff and this is expected to grow. The small leadership team comprises academics with particular specialisms. There are also four Associate Directors of Academic Practice, one for each faculty whose role is to be a business partner.

There is also a network of Academic Practice partners (buying out their time and using a service level agreement) who come together centrally and help co-create and evaluate change in teaching and learning. This secondment model works well and ideally in future might be extended to seconding professional staff to work directly with schools locally.

Effective or innovative practices and pedagogic research

UWE has a significant BAME attainment gap, which has provided a driver for change at institutional level. The new Directorate is providing a key supporting role in addressing this across the university. This includes bringing together a team of experts from around the university and running seminars and other activities for staff on how to address this in teaching practice and curriculum development.

The Academic Practice partners have designed and ran one of the first academic professional apprenticeship programmes in England, co-owned across two faculties, but the Programme leader was based in the Directorate.

Another example is the Programme Leaders development programme, run by one of the senior team in the Directorate with expertise in directing programmes and courses, the head of the university's Business Intelligence unit and a member of the EDI unit, which focusses on the use of data in programme design.

The Directorate also engages with students as partners, through paid secondments (small amounts) to work on a range of strategic research projects, e.g. master's students are working on the attainment gap project.

Training and development offered

[Courses and an annual conference](#) are organised for staff.

Processes used to promote and monitor teaching quality within course design and delivery

The new [Enhancement Framework](#) for Academic Programmes and Practice at UWE was created to enhance the university's programmes of study, teaching and learning activities, and to reflect and embed the Strategy. covers the design, development, approval and review of programmes and teaching, learning and assessment practices. It covers the development and review of programmes and includes focus on pedagogic practices within curricular development, noting the variations in pedagogic approaches needed for different disciplines.

Engaging with (internal and external) partners and collaborators

Each member of the Directorate is expected to maintain an external presence engaging with regional stakeholders from industry and civic society.

Appendix I. Overview of Findings from Long-list of Comparators

Initial desk-based research looked at potential models and exemplars of curriculum development and pedagogic practices among 18 comparator universities in the UK, other parts of Europe, North America and Australia. The long list of comparators and an overview of the findings are included in the tables below.

Figure 11 UK universities

Criterion	Seeking to identify:	University College London (UCL)	University of Edinburgh	University of West of England (UWE)	Coventry University
Nature of HEI (size, proportion T:R)	Similar institutional profile to TCD	19,500 UG, 17,000 PGT, 5,500 PGR	26,800 UG, 10,800 PGT, 5,700 PGR	22,500 UG, 7,500 PGT, 500 PGR	
HEI's strategic objectives re T&L	Context in which T&L unit is operating/priorities	UCL 2034 includes having: "an outstanding ability to integrate our education, research, innovation and enterprise for the long-term benefit of humanity"	"Our T will match the excellence of our R. We will improve and sustain student satisfaction and wellbeing"	Aim to: "be recognised as the leading university for outstanding practice-led learning". Commitment to develop: "Ambitious and innovative courses by design and delivery"	Objectives include increasing provision of flexible modes of study for diverse student population and having parity of esteem for T&R, promoting opportunities for pedagogic development and embedding R in T
Ratings of student satisfaction, TQ etc	Possible proxies for effectiveness of T&L unit activities	82% satisfaction - NSS 2019 TEF Silver	30 th globally in THE 31 st globally in ARWU	88% satisfaction - NSS 2019 TEF Gold 6 th in PGT experience survey	TEF Gold NSS 87% satisfaction
Research profile re T&L, pedagogy etc (in T&L unit or separate department)	Level of relevant R in HEI and whether this is integrated with delivery through T&L unit	Former Institute of Education now part of UCL - largest research base in Education in UK.	R-informed Scholarship of Teaching and Learning Framework encouraged, with internal network for practitioners	R focus on compulsory ed in Faculty (including some on access/WP). Support for dev and evaluation of in-house programmes via Academic Practice Directorate	Education R in Centre for Global Learning - no focus on pedagogy
New course approval and other TQA processes	Expectations of staff when developing and delivering courses	Course approval (by Education Committee) includes requirement for	Course Enhancement Questionnaires as key element of T evaluation	Enhancement Framework for development and review of programmes includes	Group Quality Unit within Registry coordinates TQ processes

Criterion	Seeking to identify:	University College London (UCL)	University of Edinburgh	University of West of England (UWE)	Coventry University
		information on fit with T&L Strategies		focus on pedagogic and curricular development	
Name of T&L unit	How unit is viewed within HEI	UCL Arena Centre for Research-based Education	Institute for Academic Development	Newly-formed Academic Practice Directorate	Academic Development (supports all of Coventry University Group)
Position of T&L unit within HEI structure	How unit is viewed within HEI	Reports to Vice-Provost (Academic and Student Affairs)		Reports to DVC and Provost	Part of Group Organisational Development Overall responsibility for student experience with Prof Guy Daly Dep VC (Education and students)
Relationship of T&L activities to HEI strategy	Drivers for operation of T&L unit in relation to wider institutional priorities	Education Strategy 2016-21 includes revitalising PGT provision; enriching digital learning; and improving assessment and feedback. Also Connected Curriculum of Research-based education	Support for University strategic objectives re T&L explicit remit of Institute for Academic Development	Learning 2020 strategy includes aims for students and for their teachers.	Supports staff in applying 'The Coventry Way'- a constant drive to enhance students' experiences Actively involved in Teaching Excellence Initiative within University Education Strategy <i>Also Curriculum 2025, led by Prof Christine Broughan</i>
Number and type of staff/ organisational structure	Skills and services offered by T&L unit, and extent these are centralised/ devolved to teaching units	Academic Director of UCL Arena Centre Prof Sam Smidt + 6 project officers, 8 teaching fellows, 7 managers/admin/events	Director: Dr Jon Turner Dep Dir (L&T): Prof Velda McCune Asst Dir (R): Dr Sarah Shinton + 37 staff and secondees on projects	University Director of Learning and Teaching Prof Elizabeth Cleaver + 16 staff	Head: Martin Jenkins + 10 staff and 5 faculty links Encourages establishment of Faculty Learning Committees
Programmes available to staff (academic and other)	Staff development available - expectations that individuals will engage with this	Professional development aligned with demonstration of goals in Academic Careers Framework . Also online resource bank and case studies , many drawing on IoE experience	Wide range of internal and external resources promoted to staff	Courses and annual conference organised for staff	E-resources, general and tailored courses offered also programmes leading to HEA accreditation

Criterion	Seeking to identify:	University College London (UCL)	University of Edinburgh	University of West of England (UWE)	Coventry University
Qualifications required			No - but routes to Advance HE (formerly HEA) accreditation offered and encouraged		No - but encourages good practice across multi-sites and supports CPD actively
Use of technology			Curriculum Toolkit offers range of support for curriculum design and development		Staff encouraged to use JISC Discovery Tool to self-assess digital capabilities and areas for enhancement. Digital literacy as integrated element of professional skills
Industry engagement			Edinburgh Futures Institute - shared thinking with NGOs, industry etc to plan for future needs of society. Offers master's in Finance and in Project Leadership		Broad range of industry links e.g. through Institute of Coding and design and delivery of employer-specific PGT programmes
Key points of distinctiveness/ good practice	Potential relevance as a comparator	Explicit links between prof dev offered and promotion criteria. Strong evidence-based from IoE research applied through range of accessible channels	Practice strongly R-informed - well-structured access to digital resources and use of Course Enhancement Questionnaires - secondee model, supports pedagogic development across academic units	New T&L unit, well-staffed, close links to strategic objectives. Enhancement Framework embeds good practice in T&L in TQ processes	University Group seeking to deliver consistent good practice.
Recommendation	Whether or not to consider further	High – demonstration of goals in academic careers framework and links with promotion criteria plus research base	High – EFI and core resources to embed T&L in course assessment/ development	High – Recently formed Academic Practice Directorate – may be useful if reviewed recently plus clear course development objectives.	Low - but possible follow up on JISC Digital Framework

Figure 12 UK universities (continued)

Criterion	Seeking to identify:	University of London Worldwide	University of Oxford	University of Lancaster
Nature of HEI (size, proportion T:R)	Similar institutional profile to TCD	over 48,000 taught via partner institutions internationally	c12,000 UG, c5500 PGT, c6500 PGR	c10,000 UG, c2500 PGT, c1500 PGR
HEI's strategic objectives re T&L	Context in which T&L unit is operating/priorities	UoL's 2014-19 Strategy prioritises delivering academic excellence and providing innovative high-quality academic support	University's Strategic Plan includes aims to reduce gaps in attainment and increase diversity of assessment	Aims for T&L include: progs based on "sound principles of design" and developing "teaching staff to enable them to deliver relevant, informed, engaging and innovative teaching"
Ratings of student satisfaction, TQ etc	Possible proxies for effectiveness of T&L unit activities	N/A - delivery of courses accredited by member HEIs via partner institutions	2016NSS 90% UG satisfaction 1.3% UG non-completion TEF Gold 1 st in THE Europe Teaching rankings 2019	2019 NSS 87% UG satisfaction TEF Gold 9 th in THE Europe Teaching rankings 2019
Research profile re T&L, pedagogy etc (in T&L unit or separate department)	Level of relevant R in HEI and whether this is integrated with delivery through T&L unit	Centre for Distance Education (CDE) awards funds for research in member institutions	Some individual research publications, but mainly internal reports . Limited research into T&L in HE in Dept of Education	L, T, Assessment and Curriculum R in Centre for HE R and Evaluation (which is part of CGHE)
New course approval and other TQA processes	Expectations of staff when developing and delivering courses	Accreditation and quality control via validating institutions' processes	Via Department and Division to Education Committee	
Name of T&L unit	How unit is viewed within HEI	Centre for Distance Education	Centre for Teaching and Learning	Educational Development
Position of T&L unit within HEI structure	How unit is viewed within HEI	Reports to UoL Worldwide Senior Leadership Team (including Pro-VC International)	reports to Pro-VC Education	Part of Organisational and Educational Development - which also offers leadership and research skills training
Relationship of T&L activities to HEI strategy	Drivers for operation of T&L unit in relation to wider institutional priorities	"expand the range of learning technology tools incorporating new developments such as video and social media" enhancing pedagogy and student support	Working to Digital Education Strategy , approved by Education Committee and Council in 2016	Ed Dev "helps translate university educational strategy into excellent teaching practice and student learning experience at Lancaster and its strategic partners"
Number and type of staff/organisational structure	Skills and services offered by T&L unit, and extent these are centralised/ devolved to teaching units	Head (currently from UoL Worldwide) + 25 part-time Fellows (from member institutions) as community of	Director - Prof Rhona Sharpe Educational Dev Team - 8 Learning Tech Team - 11	Head of Educational Development (Simon Allen) and 9 staff

Criterion	Seeking to identify:	University of London Worldwide	University of Oxford	University of Lancaster
		practice. Fellows work with CDE ed technologists	(Ed Dev works with depts, LT with individuals)	
Programmes available to staff (academic and other)	Staff development available - expectations that individuals will engage with this	Hosts annual Ride Conference and also Supporting Student Success Workshop for academics and ed technologists	Online, face-to-face and blended programmes available including p/t PGCert in T&L in HE - also online resources including on accessibility	Teaching Dev (including quals) CPD events and workshops Support for curriculum design and development - also for staff in partner institutions
Key points of distinctiveness/ good practice	Potential relevance as a comparator	Academic Fellows and learning technologists give expert advice and training to distributed network of partner HEIs.	Focus on internal training and support for academic and administrative staff	Strongly R informed - working within HEI and across its partner network
Recommendation	Whether or not to consider further	Low – institutional learning partners (the partner colleges) develop the course content and franchise delivery model overseas. No innovative practice	Low - not as big a unit as it was, it has been retrenched. Some pedagogic research but no innovative practice. Continuing Ed dept exemplar in use of technology – ahead of game among research intensive universities.	Medium - effective practice in academic development and course lifecycle. Education development is separate in general training unit. Include as alternate.

Figure 13 European universities

Criterion	Seeking to identify:	Utrecht University	Lund University	University of Helsinki	University of Montpellier
Nature of HEI (size, proportion T:R)	Similar institutional profile to TCD	30,000 students	21,500 UG, 10,000 PGT, 2,700 PGR (NB tbc)	16,500 UG, 10,000 PGT, 4,400 PGR	49,000 students including 1750 PGR
HEI's strategic objectives re T&L	Context in which T&L unit is operating/priorities	Commitment to invest in prof training for lecturers and to develop Educate-it programme to support blended learning	"Education and research are intertwined in learning environments in which both T and R take place and where qualifications in education and research are equally valued "	"The University will provide for future skills demands by promoting staff competence in line with the philosophy of continuous learning." Commitment to Future Education	Objectives include: "increasing internationalization of curricula, to foster innovative education and to create a real sense of belonging for students"

Criterion	Seeking to identify:	Utrecht University	Lund University	University of Helsinki	University of Montpellier
Ratings of student satisfaction, TQ etc	Possible proxies for effectiveness of T&L unit activities	ARWU ranking: 1 st in Netherlands, 13 th in Europe, 49 th in World	92 nd in QS World Ranking	ARWU - 63 rd QS World Ranking - 107 th	442 nd in QS World Rankings
Research profile re T&L, pedagogy etc (in T&L unit or separate department)	Level of relevant R in HEI and whether this is integrated with delivery through T&L unit	Education and Learning R strand in Education Faculty, mainly focused on compulsory education	Research into HE pedagogy carried out within Division for HE Development, also coordinates network of 100+ staff elsewhere in university carrying out related R	Active researchers based in T&L unit, also research collaborations within university	Interdisciplinary Research Laboratory for Pedagogy , Education and Training within INSPE
New course approval and other TQA processes	Expectations of staff when developing and delivering courses	Proposals from Faculty Deans for new courses, to be approved by Executive Board - requirement for Deans to ensure course leaders can deliver TQA	Validation of new courses at Education Board level with ongoing QA at faculty level		
Name of T&L unit	How unit is viewed within HEI	Centre for Academic Teaching	Division for Higher Education Development	Centre for University Teaching and Learning	INSPE - <i>Institut national supérieur du professorat et de l'éducation</i>
Position of T&L unit within HEI structure	How unit is viewed within HEI	Networked model to support continuous improvement of T&L	Part of Department of Educational Studies - collaborates with faculties and "other educational development units" in the HEI	Centre is part of Department of Education within Faculty of Educational Sciences	Part of national network
Relationship of T&L activities to HEI strategy	Drivers for operation of T&L unit in relation to wider institutional priorities	Education Model stipulates nature of education and qualification required by permanent teaching staff	Policy on employment includes objective: "To develop the support for academic qualifications, continuing professional development and career development."	"Based on the high-quality research, the Centre supports degree programmes and faculties in the development of learning and teaching, and enhances pedagogical expertise among university staff members."	Links to national standards and professional accreditation

Criterion	Seeking to identify:	Utrecht University	Lund University	University of Helsinki	University of Montpellier
Number and type of staff/ organisational structure	Skills and services offered by T&L unit, and extent these are centralised/ devolved to teaching units	Seven Senior Fellows seconded 2-days/week to promote innovative T&L		Director: Prof Auli Toom and 31 members	Acting Dir Prof Christophe lung and four Assistant Directors (covering 1 st degree, 2 nd degree, research and dissemination/admin) +others
Programmes available to staff (academic and other)	Staff development available - expectations that individuals will engage with this	Delivers courses for certification of teaching required for permanent contract (laid out in Education Guidelines) Two annual Teacher Awards for staff Informal Teaching Academy Utrecht University , for staff to share good T&L practice	Developing as an academic teacher - open resource plus other courses in T&L Teaching expertise is a requirement for appointment to permanent post	Pedagogical Courses also Teachers' Academy - "a network of distinguished university teachers"	Professional development programmes available reflect national standards for accreditation of university teaching staff and professors
Key points of distinctiveness/ good practice	Potential relevance as a comparator	Senior Fellows link academic departments closely with T&L. Requirement for permanent staff to hold teaching qualification	T&L unit embedded in Dept of Educational Studies, and links with network of specialists in other academic departments	Strong research profile in T&L unit - central activities and links with faculties through Teachers' Academy	Accreditation of university teachers in line with national standards and registration, delivered through INSPE (part of national network of T&L departments)
Recommendation	Whether or not to consider further	High – LERU member. Requirement for Certificate of Teaching plus Fellow model.	Low – LERU member. Nothing particularly innovative.	High – LERU member. Virtual teachers' community an interesting feature plus have fellows on part-time buy-out.	Low – CHARM-EU member. French national model so different and mandatory (Napoleonic Code) - context too different.

Figure 14 Australian universities

Criterion	Seeking to identify:	Monash University	Australian National University	University of Melbourne
Nature of HEI (size, proportion T:R)	Similar institutional profile to TCD	54,000 UG, 23,500 PGT, 5,000 PGR over six campuses	11,000 UG, 7000 PGT, 2000 PGR	27,000 UG, 21,000 PGT, 5000 PGR
HEI's strategic objectives re T&L	Context in which T&L unit is operating/priorities	Commitment to excellent student experience supported by Focus Monash	ANU Vision for Excellence in T&L included in Strategic Plan 2017-21	Strategic Plan 2015-20 states: "the University will offer interdisciplinary, adaptive and research-led educational experiences"
Ratings of student satisfaction, TQ etc	Possible proxies for effectiveness of T&L unit activities	[3 rd in Australia in ARWU]	Student Barometer 2018 - 86% satisfied or very satisfied	[1 st in Australia in ARWU]
Research profile re T&L, pedagogy etc (in T&L unit or separate department)	Level of relevant R in HEI and whether this is integrated with delivery through T&L unit	Faculty members encouraged to study own practice, and subject-related projects - no central research group	ANU Educational Researcher Network coordinated by CLT - 50 active members across ANU publishing educational research	Strong research profile in all aspects of HE, also within CSHE
New course approval and other TQA processes	Expectations of staff when developing and delivering courses	Approval of courses by Academic Board, of units by Faculty Deans	Overseen by Academic Quality Assurance Committee	[details on intranet]
Name of T&L unit	How unit is viewed within HEI	Education Innovation and Education Academy	Centre for Learning and Teaching	No separate name - part of CSHE
Position of T&L unit within HEI structure	How unit is viewed within HEI	Overseen by Pro-VC (Academic) Prof Kris Ryan	Reports to Pro-VC Ed - interim Prof Royston Gustavson	Located in Melbourne Centre for the Study of HE - part of Grad School of Education
Relationship of T&L activities to HEI strategy	Drivers for operation of T&L unit in relation to wider institutional priorities	Activities support strategic priorities in Academic Plan and achievement of criteria for confirmation of appointments and promotions	CLT supports Interactive Learning Project and is aligned with strategic objectives to build culture of academic excellence and of collegiality and engagement	Pro VC(T&L) leads university's strategy on T, L & assessment and is member of CSHE Strategic initiatives in T&L delivered through in-house research projects

Criterion	Seeking to identify:	Monash University	Australian National University	University of Melbourne
Number and type of staff/ organisational structure	Skills and services offered by T&L unit, and extent these are centralised/ devolved to teaching units	Dir of Ed Inn: Prof Michael Henderson +14 learning technologists Network of EA Fellows in faculties	Director: Assoc Prof Kim Blackmore + three teams: Education Communities and Environments, Continuing Education & Education Design	Director: Prof William Locke + 22 including researchers, ed tech and course leaders FlexAp Program supports staff to develop "highest quality T&L experiences", centrally coordinated
Programmes available to staff (academic and other)	Staff development available - expectations that individuals will engage with this	Education Performance Standards set for career progression, supported through modules offered by EA (some compulsory)	CLT Community shares good practice in technology-enhanced T&L and offers staff related training T&L at ANU: Foundations - available free to new staff	Delivers professional development for staff including Melbourne Teaching Certificate , also LH Martin Inst providing leadership dev for HE
Key points of distinctiveness/ good practice	Potential relevance as a comparator	Comprehensive programme of staff training closely linked to clear promotion criteria. Also support for related research and pedagogic dev in classroom	Closely embedded in institutional strategy and delivery of T&L innovation	T&L delivery co-located with related research activity
Recommendation	Whether or not to consider further	High – Fellows model; education performance standards for career progression - some compulsory modules, criteria for promotion; and funded educational research projects internally.	High – Ed Research NW plus technology-enhanced T&L.	High – Strong research profile and T&L unit firmly embedded in a strong research centre – a different model. Try other two universities first and use as an alternate.

Figure 15 North American universities

Criterion	Seeking to identify:	University of California, Berkeley	New York University	Massachusetts Institute of Technology	McGill University
Nature of HEI (size, proportion T:R)	Similar institutional profile to TCD	Public university Total students: 43,204 UG 31,348 / PG 11,658	Private university Total students: 58,461 UG: 26,981. Graduate & Professional: 25,904.	Private university Total: 11,520 Undergraduates: 4,530 Graduate students: 6,990	Public university 27,500 UG, 6400 PGT, 3800 PGR
HEI's strategic objectives re T&L	Context in which T&L unit is operating/priorities	Strategic Plan 2018 and Student Experience Working Group Report –curricula should: develop core intellectual, social, and civic skills; provide active learning experiences; and create new and flexible offerings that respond to evolving student interests, labor markets, lifelong learning.	2019-21 Strategic Plan Very high level	Education mission - culture of learning by doing. As well as UG and Graduate focus, also offers - digital education e.g. MITx which offers flexible access to MIT-content for learners of all ages and Open Courseware (all course materials open online); plus professional and executive education courses; and provision of K12 resources/outreach.	
Ratings of student satisfaction, TQ etc	Possible proxies for effectiveness of T&L unit activities	22 nd in US News National University rankings 34 th in THE's annual US Student Survey 2020 11 th of top US research universities (Centre for Measuring Performance) 28 th in world QS ranking	29 th in US News National University rankings 31 st in THE's annual US Student Survey 2020 24 th of top US research universities 29 th QS ranking	3 rd in US News National University rankings 2 nd in THE's annual US Student Survey 2020 3 rd of US research universities 1 st in QS ranking	90 th globally in ARWU 35 th in QS global ranking
Research profile re T&L, pedagogy etc (in T&L unit or separate department)	Level of relevant R in HEI and whether this is integrated with delivery through T&L unit	Multiple research projects within Research, Teaching & Learning	N/a		Research in Faculty of Education focuses on compulsory education
New course approval and other TQA processes	Expectations of staff when developing and delivering courses	Policies set out in CTL and includes a Course Toolbox . Course review process details here .	N/a		Subscribes to Universities Canada QA principles End of course evaluations through Mercury Regular Course Design Workshops offered

Criterion	Seeking to identify:	University of California, Berkeley	New York University	Massachusetts Institute of Technology	McGill University
Name of T&L unit	How unit is viewed within HEI	Centre for Teaching & Learning part of a broader team Research, Teaching & Learning - formed in 2017 to provide enriched more streamlined support to faculty. Aligns teams from Centre for Teaching & Learning , Educational Technology Services , Research IT , and Digital Technology Services , and notably Academic Innovation Studio space for faculty, researchers, graduate students and service providers to collaborate, share ideas, connect disciplines, and advance T& L and R. See report on development of Innovation Studio	Has a Center for Faculty Advancement which partners with Teaching, Learning & Technology . Also runs a Faculty Resource Network (FRN) - professional development initiative that sponsors programs for faculty members from consortium of 54 colleges and universities . It hosts lectures, symposia, and intensive seminars, all of which are designed to improve the quality of teaching and learning at its member and affiliate institutions.	Teaching and Learning Lab - partners with MIT educators, staff, and administrators	Teaching and Learning Services
Position of T&L unit within HEI structure	How unit is viewed within HEI	RTL led by Chief Academic Technology Officer and reports jointly to Associate VC and CIO and VC for UG Education. Slides showing org structure	Vice Provost for Educational Technologies on SLT, Clay Shirky clay.shirky@nyu.edu	Office of Digital Learning reports to Vice-Provost of Open Learning	Part of Student Life and Learning under Dep Provost (SLL) Fabrice Labeau
Relationship of T&L activities to HEI strategy	Drivers for operation of T&L unit in relation to wider institutional priorities	Seems central - see Student Experience Working Group Report	Mission of Faculty Resource NW: to foster connection, collaboration, and collegiality through a partnership of colleges and universities dedicated to faculty development		
Number and type of staff/ organisational structure	Skills and services offered by T&L unit, and extent these are	CTL lead - Terry Johnson, Associate Teaching Professor,	Unclear – seems that many activities of a typical CDL dispersed	c10 staff - Janet Rankin , Director, jrankin@mit.edu	Director: Dr Laura Winer +16

Criterion	Seeking to identify:	University of California, Berkeley	New York University	Massachusetts Institute of Technology	McGill University
	centralised/ devolved to teaching units	Faculty Director Around 10 perm staff + affiliated consultants RTL - Shawna Dark , Chief Academic Technology Officer, Executive Director	throughout the University – e.g. Curriculum Development Challenge Fund is run by the Office of the Provost rather than Center for Faculty Advancement		Responsible for instructor support and recognition , facilitating student skills dev , overseeing T&L spaces
Programmes available to staff (academic and other)	Staff development available - expectations that individuals will engage with this	CTL spotlights innovation and aims to enrich, promote, and support T&L effectiveness in pedagogy, curriculum and assessment. Offers grants, learning circles, awards and recognition programs, communities of practice. Multiple staff and graduate student programmes by CTL. See also Berkeley T&L Youtube channel for various events	Connects and collaborates to recruit, retain, develop, and advance faculty whose scholarship, teaching and community engagement – less about training, programmes, development of curriculum – assume this must be based in faculties – more events and provision of advice	Provides expertise in pedagogy, curriculum development, and assessment – through fellowships, events, training programmes etc	Courses and online resources in programme design , teaching and assessment Supports projects within academic departments
Qualifications required	Whether a requirement for all staff to have a teaching qualification				“Tenure dossier” required to confirm tenure - including teaching dossier, with guidance provided by TLS
Use of technology	How technology enhanced is the teaching and learning environment	Supports Reimagining IT Strategic Plan . CTL Digital Pedagogy Fellow programme and grants to support etc.	Major focus on use of technology – see technology-enhanced education and enhancements / tools available A Vice-Provost for	Open Courseware (all course materials open online) Also has Dean for Digital Learning heads up Office of Digital Learning - supports use of digital technologies to augment and transform how teach students at MIT and, via MITx’ open online	Delivers MOOCs through edX Fully online nursing degree from 2021

Criterion	Seeking to identify:	University of California, Berkeley	New York University	Massachusetts Institute of Technology	McGill University
				courses and Micromaster's programs and via MIT's Open CourseWare.	
Industry engagement	The extent to which industry / employers are engaged in development and renewal of the curriculum	???	???	Assume so, but not obviously joined up to the Teaching & Learning Lab -or the online	Industry links focus on research
Key points of distinctiveness / effective practice	Potential relevance to TCD as a comparator	Joint portfolio of related services in RT&L; Academic Innovation Studio (noting broader than curriculum design/dev); focus on digital pedagogy; events, communities of practice, fellows, awards used to drive innovation in T&L	The Digital Studio provides faculty with consultations, training, workshops and resources in support of T&L plus general focus on technology-enhanced education ; Curriculum Development Challenge Fund and role of VP for Educational Technologies – plus network	Approach to online courses and professional education	T&L unit oversees creation of “space for active learning” Strong base of R evidence for practice
Recommendation	Whether or not to consider further	High – new approach in place for 2-3 years – useful to discuss lessons and future plans etc.	Low – some interesting elements, which could draw on i.e. focus on technology, the network but seems to be a dispersed model for development of T&L	Medium – innovative use of digital technology and provision of online and professional education Follow up on this via desk research.	Medium - wide engagement with planning and delivery of T, clear links between T achievement and appointment/ promotion Use as alternate.

Status

Date	Status	Responsible
End-July 2020	Draft of outline structure showing proposed content circulated for review	Consulting team
11 September 2020	Draft report circulated for review and discussion	Consulting team / Trinity
2 October 2020	Report finalised following written feedback and discussion	Consulting team



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